### Fall Semester 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>New Student Orientation/Assessment</td>
<td>June 6, 13, 20, 27</td>
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<tr>
<td>Student Orientation/Assessment</td>
<td>August 22, 23, 24</td>
</tr>
<tr>
<td>Registration</td>
<td>August 27 - 31</td>
</tr>
<tr>
<td>Labor Day (BCC Closed)</td>
<td>September 3</td>
</tr>
<tr>
<td>First Day of Class</td>
<td>September 4</td>
</tr>
<tr>
<td>College Work Study Applications open</td>
<td>September 5</td>
</tr>
<tr>
<td>Student Senate Nomination Opens</td>
<td>September 5</td>
</tr>
<tr>
<td>Student Senate Election Open</td>
<td>September 11</td>
</tr>
<tr>
<td>Student Senate Campaigning</td>
<td>September 12</td>
</tr>
<tr>
<td>Student Senate Campaign Speeches</td>
<td>September 13</td>
</tr>
<tr>
<td>2018 Fall Semester Grad App's Due</td>
<td>September 14</td>
</tr>
<tr>
<td>Student Senate Campaign Election</td>
<td>September 14</td>
</tr>
<tr>
<td>Constitution Day</td>
<td>September 17</td>
</tr>
<tr>
<td>Last Day to Add for Cancelled Classes</td>
<td>September 17</td>
</tr>
<tr>
<td>Days of the Piikani</td>
<td>September 17, 18, 19</td>
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<tr>
<td>Student Senate Meet &amp; Greet</td>
<td>September 20</td>
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<tr>
<td>Native American Heritage Day (BCC Closed)</td>
<td>September 21</td>
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<tr>
<td>Last Day to Drop a Class without a Grade</td>
<td>September 24</td>
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<tr>
<td>Mid-Terms</td>
<td>October 22 - 26</td>
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<tr>
<td>Veterans Day - Observed (BCC Closed)</td>
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<tr>
<td>Thanksgiving Day Break (BCC Closed)</td>
<td>November 21, 22, 23</td>
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<td>Pre-Registration – Spring 2018 Semester</td>
<td>November 26 - 3</td>
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<tr>
<td>Last Day for Total Withdraw</td>
<td>November 30</td>
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<tr>
<td>New/Transfer Student Assessments for Spring 2019</td>
<td>December 3 - 7</td>
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<td>Final Exams-End of Semester</td>
<td>December 10 - 14</td>
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<tr>
<td>Grades Due</td>
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### Spring Semester 2019

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Scholarship Season</td>
<td>January through June</td>
</tr>
<tr>
<td>New Student Orientation/Assessment</td>
<td>January 8, 9, 10</td>
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<tr>
<td>Registration</td>
<td>January 14 - 18</td>
</tr>
<tr>
<td>First Day of Class</td>
<td>January 21</td>
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<tr>
<td>College Work Study Applications Open</td>
<td>January 22</td>
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<tr>
<td>Bear River Massacre Commemoration</td>
<td>January 23</td>
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<tr>
<td>2019 Spring Semester Grad App's Due</td>
<td>February 4</td>
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<tr>
<td>Last Day to Add for Cancelled Classes</td>
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<tr>
<td>Last Day to Drop a Class without a Grade</td>
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<tr>
<td>All Chiefs Day – Observed (BCC Closed)</td>
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<tr>
<td>FAFSA</td>
<td>March 1</td>
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<tr>
<td>Mid-Terms</td>
<td>March 11 - 15</td>
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<tr>
<td>Spring Break</td>
<td>March 18 - 22</td>
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<tr>
<td>Last Day for Total Withdraw</td>
<td>April 18</td>
</tr>
<tr>
<td>Good Friday – Observed (BCC Closed)</td>
<td>April 19</td>
</tr>
<tr>
<td>Easter Monday – Observed (BCC Closed)</td>
<td>April 22</td>
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<tr>
<td>Final Exams-End of Semester</td>
<td>May 6 - 10</td>
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<td>Grades Due</td>
<td>May 14</td>
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<td>May 17</td>
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<td>Student Orientation/Assessment</td>
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<td>Registration</td>
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<td>Labor Day (BCC Closed)</td>
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<td>September 3</td>
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<td>Student Senate Nomination Opens</td>
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<tr>
<td>Student Senate Election Day</td>
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<td>2018 Grad App's Due</td>
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<td>Days of the Piikani</td>
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<td>Veterans Day – Observed (BCC Closed)</td>
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<td>Thanksgiving Day Break (BCC Closed)</td>
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<td>Pre-Registration – Spring 2018 Semester</td>
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<td>December 2 - 6</td>
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<td>Final Exams-End of Semester</td>
<td>December 9 - 13</td>
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<td>Grades Due</td>
<td>December 17</td>
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### Spring Semester 2020

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<td>Bear River Massacre Commemoration</td>
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<td>Martin Luther King Day-Observed (BCC Closed)</td>
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<td>Spring 2020 Semester Grad App's Due</td>
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<td>FAFSA</td>
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<tr>
<td>Mid-Terms</td>
<td>March 3 - 9</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 16 - 20</td>
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<tr>
<td>Good Friday – Observed (BCC Closed)</td>
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<tr>
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<tr>
<td>Last Day for Total Withdraw</td>
<td>April 24</td>
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<tr>
<td>Final Exams-End of Semester</td>
<td>May 4 - 8</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 12</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 15</td>
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### Summer Semester 2019

<table>
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<th>Event</th>
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<tbody>
<tr>
<td>Registration</td>
<td>May 28 - 31</td>
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<tr>
<td>First Day of Classes</td>
<td>June 3</td>
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<tr>
<td>Flood Memorial (BCC Closed)</td>
<td>June 7</td>
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<tr>
<td>Last Day of Class</td>
<td>June 28</td>
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<tr>
<td>Grades Due</td>
<td>July 1</td>
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### Summer Semester 2020

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Registration</td>
<td>May 26 - 29</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>June 1</td>
</tr>
<tr>
<td>Flood Memorial (BCC Closed)</td>
<td>June 8</td>
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<tr>
<td>Last Day of Class</td>
<td>June 26</td>
</tr>
<tr>
<td>Grades Due</td>
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Greetings from the BCC President’s Office

Blackfeet Community College (BCC) the higher learning institution of the Blackfeet Tribe welcomes you to the campus which was developed for the informed expansions which the local and surrounding communities will create. BCC’s (40) forty years of history has created the knowledge base of the modern Blackfoot community with the ancient teachings of the Blackfeet Tribe. BCC knowledge base continues to grow and expand with the merging of multiple cultures through Faculty of multiple disciplines and interests. It is the Blackfeet culture which provides the foundation which the students of these contemporary classrooms and instructors adventure into for new thoughts and solutions.

The college advances into the 25th anniversary as a Land Grant Institution. This land grant status opens doors of opportunity for the balanced relationships of Napi’s world which includes water, earth, sky, human beings, animal beings and the sustenance of all toward the future. BCC’s 800 acre campus is being developed and expanded for nourishing food projects through a Greenhouse and campus garden.

A master planned use of natural environment and structural facilities such as the new Nursing and Education building, the Platinum-Leed Math and Science building, the physical location on Highway 2 & 89 making access to college possible for all who are seeking opportunities.

In addition to access to higher education, BCC cooperates and collaborates with Montana University system colleges and universities to bring Baccalaureate opportunities to our campus. The knowledgeable and great Administration, Faculty and Staff welcome you to enjoy the “Days of the Pikuni” activities. These are culturally based programs to appreciate the indigenous lifestyles of our ancestors.
SECTION ONE - General Information

Accreditation
Blackfeet Community College is accredited by the Northwest Commission on Colleges and Universities.

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

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

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

Aaron LaFromboise, Accreditation Liaison Team Leader
Blackfeet Community College
P.O. Box 819, Browning, MT, 59417
(406) 338-5441 x 2700
alafromboise@bfcc.edu
or
Northwest Commission on Colleges and Universities 8060
165th Avenue N.E., Suite 100
Redmond, WA 98052 (425) 558-4224 www.nwccu.org

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

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

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

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

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

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

Policy on Non-Discrimination
Blackfeet Community College (BCC) is committed to a program of equal opportunity for education, employment, and participation in college activities without regard to race, color, sex, age, religious creed, political ideas, marital status, physical or mental disability or national origin or ancestry. Title IX of the Educational Amendment of 1972 specifically prohibits discrimination in education programs and activities on the basis of sex. The regulation extends to employment by and admission to Blackfeet Community College (BCC).
**Vision Statement**
It is the vision of the Blackfeet Community College (BCC) to strengthen and enrich our Blackfeet Nation and universal community through quality education integrating the Nii-tsi-ta-pi World of Knowledge. In Recognition of the fact that we all have values that are shaped and developed through our interactions with others, and that these vaules 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.

**Li-yi-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

**Li-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 members of the community's service district who desire education and training enabling them to pursue life-long opportunities.

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

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

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

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

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

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

HISTORY

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

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

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

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

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

In 1994 Blackfeet Community College became a 1994 Land Grant Institution established for the benefit of agriculture and the mechanic arts in accordance with the provisions of the act of july second 1862 (12 Stat.503;7 U.S.C. 301 et seg.) Commonly known as The (First Morrill Act).

Board of Trustees:
Chair Person- James McNeely
Vice Chair Person - Dan Wippert
Trustee - Kimberly Boy
Trustee - Steve Conway
Trustee - Cinda Edwards-Pepion

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

Blackfeet Community College Charter

Blackfeet Community College is sanctioned by the Blackfeet Tribal Business Council (via Tribal Charter), which is the duly authorized and elected governing body of the Blackfeet Nation. The Tribal Charter acknowledges the status of the Blackfeet Community College as a public, non-profit corporation for the purpose of providing post-secondary and higher educational services to the Blackfeet Nation. The Charter provides the Blackfeet Community College Board of Trustees with their powers and responsibilities as the college governing board. Blackfeet Community College is a tax-exempt corporation under the Internal Revenue Service (IRS) with 501 C (3) status.
Blackfeet Community College has developed objectives and purposes based on the goals of the Blackfeet Tribe, as set forth in the Blackfeet Community College Tribal Charter. The Blackfeet Tribe, according to the comprehensive educational plan, has identified the following goals:

- 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 educational programs by bringing to the reservation programs from other institutions and/or by establishing and operating institutions on the Blackfeet Nation granting post-secondary degrees and certificates.”

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

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

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

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

Departmental Telephone Numbers/website
Academic Affairs (406) 338-5411
Student Services (406) 338-5421
Administration (406) 338-5441
-Fax (406) 338-3272
Financial Aid-Fax (406) 338-3776
Business Office (406) 338-5441
-Fax (406) 338-7898
Toll Free Number (800) 549-7457
Website www.bfcc.edu

Memberships
AACCC American Association of Community Colleges
AACRAO American Association of Collegiate Registrars & Admissions Officers
AIBL American Indian Business Leaders
AICF American Indian College Fund
AIHA American Indian Science and Engineering Society
ACTE Association for Career & Technical Education
AHEAD Association on Higher Education and Disability
AIHEC American Indian Higher Education Consortium
AMP Accelerated Mathematics Program
ASPIRE Association of Special Programs in Region Eight
MACRAO Montana Association of Collegiate Registrars and Admissions Officers
MIEA Montana Indian Education Association
NACE National Association of Colleges & Employees
NIRA National Intercollegiate Rodeo Association
NWCCU Northwest Commission of Colleges & Universities
SHRM Society for Human Resource Management
ACADEMIC DIVISION CHAIRS

Angela Johnson, MEd
Human Services Division

Betty Henderson-Matthews, MA
Math / Science Division

Dee Hoyt, MSEd
Health / Education Division

Iva Croff, MIS Candidate
Humanites Division

Keith McDivitt, MSN, FNP, RN
Nursing Program Division

Zana L. McDonald, B.S./ MBA Candidate
Business and Information Technology Division
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 post-secondary education participating in federal student aid programs are subject to it.

The Act includes:

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

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

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

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

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

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

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

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

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

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

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

The following are specific prohibitions:

Campus Parking and Driving Policy
- This policy applies to all individuals who operate a motor vehicle on BCC campus. Parking on campus is controlled through the designation of lots and spaces for all those who wish to use the campus parking lots. The speed limit is 15mph.

Alcohol, Drugs and Gambling
- The BCC recognizes all Federal, State and Local laws and expects students to adhere to them. Any violation can result in probation, suspension or immediate dismissal from BCC. The consumption of alcohol or possession of an open container of alcohol is prohibited on campus, on campus activities and/or other BCC sponsored event. Violations of this policy may result in probation, suspension or dismissal from campus or BCC sponsored event.
• No student shall possess, use or sell substances defined by Local, State or Federal Law as illegal on campus or at any BCC Sponsored Functions.
• No student shall possess substances defined as controlled, other than personally prescribed medications, by a physician and/or by Federal Law.
• No student shall introduce to the campus or possess drug paraphernalia while on BCC property.
• No student shall gamble for money or other valuables on BCC property or in any BCC facility or during any BCC activity except as part of an authorized fundraising activity.

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

Smoke Free Building
“Smoke-Free Building” prohibits smoking in all BCC buildings. Students shall comply with this policy and refrain from smoking in accordance with the requirements in any BCC facility. Tribal Ordinance 102-2005, smoking is prohibited within 25 feet of the building.

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

• Smoking in non-smoking areas;
• Blocking or propping open exit doors;
• Setting off false fire alarms;
• Shooting off fire extinguishers, or damage, tamper with, dismantle, or disconnect fire safety systems or equipment.

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

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

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

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

The student must provide documentation that identifies and explains the disability and a letter with suggested accommodations. See the Blackfeet Community College Student Handbook for further clarification.

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

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

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

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

Clery Act geography includes buildings and property that are part of the institutions campus and public sidewalks, street crossings, and parking lots adjacent to and accessible from campus.
1. Administration Addition

2. Beaver Painted Lodge (BPL) / BPL

Beaver Painted Lodge serves as the campus headquarters providing space for the Administration located 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). The Office of Student Success is conveniently located at the middle entrance of the Beaver Painted Lodge (Provost, Student Success Center, Registrar, Financial Aid, and 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, and 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 Blackfeet language resources. Jackets, t-shirts, book bags and various clothing items are available. The BCC bookstore hours are 8:00 a.m. to 4:00 p.m. (open through noon) on Monday through Thursday. On Friday, the bookstore is open 8:00 a.m. to 3:30 p.m.

Refund on Textbooks/Return Policy/Book Buy Backs – I spoke with Paula for Bookstore. Updated Student ID’s are required for all purchases and return of all books and supplies. Receipts are required for any exchange or refund. The date of purchase and condition of the book will determine if the book is returnable. A refund will be granted (based on condition) if returned by the last day to charge.

3. Medicine Springs Library

Medicine Spring Library provides a full range of information services to students, faculty, staff, and the community at large. Our resources include 20,000 books, 125,000 e-books, 132 magazine, journal, and newspaper titles, videos, DVDs, and 7 database collections. We have 10 public computers and 10 laptops for student checkout. All computers have access to the internet, and Wi-Fi services are available. 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. These materials are available for research. Through an Institute of Museum and Library Sciences grant the library archives is in the process of building an online content management system to stream digitized video produced at the college from 1983 to 2014.

The library is both the academic library to Blackfeet Community College and the community library for the Blackfeet Reservation. The library engages its patrons through a variety of activities to facilitate a love of learning from the youngest to the oldest members of our community. Activities include story time, and an active play area for children, community lectures, book club, family activities, open mic night, an annual Art Show, and teen/pre-teen activities.

During the academic year, the library is open 48 hours per week, Monday through Thursday, 8:00am – 6:00pm, and Friday 8:00am – 4:00pm. Extended hours are offered before and during both mid-terms and finals. During the summer, the library is open 40 hours per week, from 8:00am – 4:30 Monday through Friday. Please contact Medicine Spring Library for alternate schedules at (406)338-5441 extension 2701.

4. Highwinds Building

Recently renamed the “High Winds” Building, previously known as the Technology Building, is a multipurpose facility located on the main campus just off highway 2. The facility accommodates classroom space, however most of the facility has been designated for cold storage.

5. Never Goes Crooked Building

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

6. Custodial

Custodial building is the headquarters for custodial employees and supplies.
7. 44 BCC Road
Equity (experiential learning) classroom.

8. 41 BCC Road
There are two classrooms to accommodate instruction and social gathering for students.

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

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

11. Piikani Studies / Media Communications
Piikani Studies offices are located in facility to accommodate advising and instruction.

12. Fitness Center
The Fitness Center is located on the east side of main campus just below Beaver Painted Lodge. The fitness center provides a weightlifting room, floor exercise room, showers and bathrooms to accommodate students, staff and faculty a facility to exercise and maintain physical fitness. Hours of operation are 7:00 am – 6:00 pm Monday through Thursday and 7:00 am to 1:00 pm on Fridays (Closed on Saturday and Sunday).

13. Health Science and Education Building
The Health Science and Education Building is the newly constructed facility on campus. The new facility will open fall semester 2018 to accommodate the Nursing Division, Elementary Education, and Early Childhood Education Divisions Offices, classrooms, and skills lab with exam rooms. A multi-purpose classroom is available to accommodate large lectures and community presentations.

14. South Wind Lodge
The South Wind Lodge is located at the main entrance of campus. It is a LEED Platinum certified building which features “green energy” technology constructed in 2010. South Wind Lodge is first of its kind to be constructed in Montana and on tribal college campuses across the nation. The building consists of Math Science Division offices with state of the labs and classrooms. It also houses the Information Technology Department and server room.

15. Vocation Education Building
The Vocation Education Building is located on the west side of campus across U.S. Highway 2 & 89. Accommodating office space for staff and faculty including the USDA Extension Office. There are two small classrooms and a shop area for construction technology projects.

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

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

18. Green House Facility
The Blackfeet Community College Greenhouse is located on the east campus and managed by the USDA Extension Office. The area is designated for future development for land grant related programming. Community gardens and raised beds combine 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.
SECTION FIVE - Student Support Services

Student Services and Campus Life
406-338-5421

Useful Websites
BCC Website www.bfcc.edu
BCC Student Portal https://my.bfcc.edu
Admissions Facebook page https://www.facebook.com/BCC-Admissions-1587317814931013/
Financial Aid Facebook page https://www.facebook.com/BFCCFinancialAid/notifications/
Student Services Facebook page https://www.facebook.com/bccstudentservices/notifications/

Office of Admissions
The department is located in the Beaver Painted Lodge and houses the Admissions Officer and Admissions Technician offices.

The Office of Admissions provides students with the necessary information and paperwork to become eligible for registration.

Admission Requirements
BCC has an open enrollment policy; without regard to race, color, sex, religion, nationality, national origin, veteran status, or disability. Age requirement is seventeen years of age, age 16 see admissions dual enrollment.

Prospective, new, and transfer students must complete a new application. Former students will complete a re-admissions application. All students must have a complete student file before enrolling in courses.

Admissions Application
Admissions application are available at the Admissions Office.

Admission Requirements
• A one-time admission fee of $30.00 will apply to new and transfer students.
• Official, certified high school transcript from an accredited high school approved by the Department of Education with graduation date OR official copy of GED/HI-Set
• Certified transcript(s) from other college(s) if a transfer student
• Declaration of Major
• Signed documentation of two doses of measles, mumps & rubella (MMR.) The Board of Directors and Administration support the Montana Immunization Law for students born after December 31, 1956.
• Certificate of Indian Blood (CIB), If enrolled in a federally recognized Indian Tribe

Special Admissions:
Letter of special of admissions required with BCC admissions application
• Nursing
• 2+2 Programs

Admissions for Dual-enrollment
For a student to be dual-enrolled, they must:
• Meet the admission requirements
• Must be at least 16 years of age
• Must have signed agreement with the school system, approving enrollment at BCC for dual enrollment
• Take pre-test if taking Math or English classes to show proficiency
• Upon High School graduation, provide official High School transcription with graduation date

Acceptance
When a student is successfully admitted they may then register for courses. All students are required to apply for financial aid and explore other funding resources.

Advisors
Your assigned advisor will help you choose a program of study, design a two-year educational plan, and prepare you for the future goals which may include transferring to a four-year institution or employment.

Student Entrance Testing
All new, and transfer students with a 1.99 grade point average (GPA) or lower, are required to take an assessment test before enrolling. The college uses the results of the assessment test to determine the student’s academic skill level. Study skills and writing support are integrated into general core courses.
**Student Orientation**
Student Orientation is required for new, transfer, and former students returning after an absence of three years or more. Students are provided information on registration, advising, and other services available to them.

**Student IDs Cards**
Students are issued one card per academic year, and if the ID is lost or stolen, the replacement fee is $5.00. The student ID cards are used for bookstore, library, and financial services, and to attend various campus events and activities.

Admissions Contact Information
Admissions Assistant ext. 2243

**Disclaimer**
These policies and procedures are subject to change without notice in accordance with updates from the Federal government and the Blackfeet Community College Admission's Office. The policies and procedures for this office are located in the admissions office.

**Office of Financial Aid**
The office of financial aid office is open Monday through Friday, 8:30 a.m. through 4:00 p.m. Mountain Standard time, excluding College holidays. We are located in the Beaver Painted Lodge building. The primary purpose of the Financial Aid Office at Blackfeet Community College is to provide advice and access to financial aid funding to students who would be unable to pursue their educational goals without such help.

Financial aid consists of federal, state, scholarship donors and local monetary assistance to eligible students through the Office of Financial Aid in the form of grants, federal work-study, and scholarship aid, which will help pay the cost of attending college.

With the ever changing Title IV financial regulations, BCC an accredited college, keep the administration of the Title IV programs in compliance with the Department of Education our financial aid policy and procedures are updated. Details regarding policy and procedures can be found in the financial aid and federal regulations manual.

**Application Procedure**
All applicants for financial assistance must file the Free Application for Federal Aid (FAFSA) available online at www.fafsa.gov. The application procedures and eligibility criteria are subject to change in accordance with the Department of Education without notice. Students who will be applying for financial aid Pell Grant are urged to complete the FAFSA application by March 1 of each year. It is very important that timelines for the FAFSA application are followed in order for a student to receive financial aid funding in a timely manner. Failure will result in a late disbursement.

FAFSA applications will be processed and disbursed in the same order they are received. Each student must complete a required institutional financial aid student data form and educational planner regardless if they receive a Pell Grant, these forms will be given out at the time of registration.

The educational planner must be filled out with the academic advisor, signed by both and submitted along with the completed student data form to the financial aid office.

**Appeals**
The financial aid office will contact you if you are in an appeal situation. See the financial aid office for additional details, restrictions and requirements.

**Appeal Decisions**
Appeals are considered on a case by case basis. Not all appeals are approved. All approved appeals will come with restrictions and requirements before any disbursement will be made to the student. Appeals that are denied, a letter will be mailed to the student outlining the details of the denial.

**Appeal Types**
Satisfactory Academic Progress Suspension
- Only 1 (one) SAP appeal is allowed during your academic career at Blackfeet Community College.

Over the Credit to Graduate
- Only 1 (one) OC appeal is allowed during your academic career at Blackfeet Community College.
**Consumer Information**

The Title IV regulations require a college to publish and distribute consumer information to the administration, faculty, staff and students at BCC in the catalog, policy and procedure manuals, student handbook, brochures, web, campus media outlets, social media, and other published formats. See BCC's substance abuse and alcohol policy, sexual harassment policy, annual security report, and other consumer information on our website or in print on campus.

**Earned Financial Aid**

Financial aid recipients “earn” the aid they receive by being enrolled in a Federally Pell Grant approved program of study. The amount of federal assistance earned is based on a pro-rated system. Students who withdraw or do not complete all classes in which they were enrolled may be required to return some of the grant aid awarded.

**Financial Aid Suspension**

Financial Aid Suspension happens when you are not meeting the satisfactory academic progress (SAP) a letter will be sent to the student outlining the suspension. Once you are on suspension, you will stay on suspension until you meet SAP requirements. You must pay for tuition and fees until you regain financial aid eligibility.

**Financial Aid Warning**

You are still eligible for Financial Aid if you are put on Academic Warning. A letter will be mailed out to the student and after receiving the notification and the student must stop in and visit with Financial Aid Office on what needs to be done to get off warning status.

**Frequency & Means of Payment for Financial Aid**

Financial Aid refunds will be disbursed by check from the Blackfeet Community College Business Office. Disbursement dates are determined by the business office, and financial aid is not responsible or is in control of closures, holidays or other extenuating circumstances that may interfere the dates or times of disbursement. Financial aid is responsible for awarding the Pell Grant, the SEOG, and college work study. All other funding is the responsibility of the donor, program or grant agency.

**Student Attendance in Class**

Faculty will report student’s last date of attendance to the Financial Aid Office and Registrar’s Office. This will verify student’s attendance in class as required by regulations requiring proof that a student has attended or has stopped attending class, before any Title IV funds will be disbursed to the student.

**Federal Educational Opportunities Grant (SEOG)**

A SEOG is a campus based financial aid award designed to help the students meet the cost of their education. The amount of the award is based on need, academic progress, the availability of SEOG funds allocated to BCC, and the amount of other aid the student is receiving. It is for undergraduates only, and does not have to be paid back. A student must be eligible for the Federal Pell Grant in order to receive SEOG and must have filed before the FAFSA deadline.

**Federal Work Study (FWS, CWS)**

This financially sponsored program permits the granting of job opportunities to students eligible for federal financial assistance. Eligible students may work up to 15 hours per week on campus.

A student must be enrolled in a minimum of 12 credits in the current semester to be eligible for FWS. Students, who graduate, withdraw from classes, or drop below 12 credits are not eligible for a FWS position. FWS students must maintain good satisfactory academic progress. See the financial aid office for additional details regarding work study.

**FERPA**

Family Educational Rights and Privacy Act (FERPA) of 1974, governs the protection of students’ privacy and compliance with FERPA laws and guidelines. The Family Educational Rights and Privacy Act sets forth requirements regarding the privacy of student records and affords students certain rights with respect to 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 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 the FERPA.

**Pell Grant**
This is a grant entitlement program. A Federal Pell payment schedule/congressional methodology formula provided by the Department of Education is applied to all student applications. The financial aid staff is expected to administer all financial aid within the regulations that govern them and will adjust accordingly as determined by the student's eligibility.

Students who have been accepted for at least six credits or more and has declared a Pell eligible program of study (major), may apply for the Pell Grant using the online FAFSA. Pell is awarded on an academic year basis, so you must apply each year for the year you are planning on attending.

Pell provides a “floor” of financial aid to help defray the cost of a post-secondary education; no two students are alike in their award amounts, as it is based on their self-reported information. The student does this by applying for the FAFSA online. Once successfully submitted by the student, an Institutional Student Information Record (ISIR) is sent to the financial aid office for processing the Pell grant.

Approved Pell grant funding will only apply to those courses that are related to the student's declared major; to students in good academic standing; who do not owe a refund or repayment to the federal government, is not in default, has no withdrawals or has not been expelled, has not exceeded the credit cap at BCC or exceeded their Lifetime Eligibility Used (LEU) 600% of Pell grant awarded, or has previously earned a bachelor's degree.

**Return of Title IV Funds (R2T4)**
BCC is required to determine the percentage of Title IV aid “earned” by the student and will return the “unearned” portion to the appropriate federal aid programs. The R2T4 calculation is completed by the financial aid and student accounts offices and the student will be notified upon completion.

**Satisfactory Academic Progress (SAP)**
Students must maintain academic eligibility for student financial aid. This requires the student to be making Satisfactory Academic Progress (SAP). Federal law and regulations dictate that college policies measuring SAP must consider the grades earned by the student, with a minimum of 2.00 GPA (the GPA is based on the accumulative GPA, not the term GPA.)

Students must be earning two-thirds (67%) of credits attempted, and in particular, the student must be on track to graduate within the maximum timeframe for their declared degree program within 150% of their total program attempted credits (this may include all approved credits from all other institutions).

It is the responsibility of the financial aid office to adhere to the federal regulations governing the administration of federal grant aid, which dictates that no payment of funds be made unless it is determined that the student is maintaining satisfactory academic progress in their chosen course of study and in accordance with all standards set forth by the institution and federal student aid.

SAP is defined by the following three criteria:

1. Meeting a minimum cumulative grade point average requirement (GPA).
2. Earning a minimum number of units for credit per semester (Pace of Progression).
3. Completing the degree objective within a maximum number of semesters enrolled and a maximum number of credits attempted (Maximum Time-Frame Allowance).

Students who do not meet one or more of the above criteria will be considered SAP ineligible for financial aid or will be placed in a financial aid SAP Warning or suspension, see the financial aid office if you have questions regarding this federal policy.

**Scholarships**
Outside funding in the form of scholarships, internships, or other financial assistance are at the discretion of the donor. Examples of outside funding are the Blackfeet Higher Education Program, American Indian College Fund, Cobell Scholarship, Veterans, Vocational Rehab, Tribal, community and campus programs. See these programs and other programs like this for their requirements or applications.
Scholarships funds are sent to the college from a third party and are paid on a semester basis, directly to the student’s account for their college expenses. Questions regarding the balance owed should be addressed to the business office. The financial aid office is not responsible for enrollment cancellations or late fees resulting from outstanding balances. Please view the business office website regarding refund options.

Students are required to enroll for a minimum of 12 credit hours each semester in order to receive scholarship funds and must have a minimum of a 2.0 GPA, unless otherwise stated in the donor requirements of the award.

**Student Loans**
Blackfeet Community College does not participate in any of the Federal Loan Programs at this point in time. Therefore, the college does not provide any student loans to incoming students. But the financial aid office does give out loan deferment forms if identified by the ISIR or self-identified by the student if they have a student loan, and only when a student officially registers at BCC. Once the deferment form is completed by the student and certified by the registrar’s office, it is entered into the student’s enrollment data through the National Student Loan Database.

**Suspected Fraud**
When reviewing required documents and income information, if a staff member discovers a major discrepancy in the students reported data, the student will be given every opportunity to clear up the discrepancy by correcting the discrepancy online at www.fafsa.gov or on the SAR then mailing it in or bring it into the financial aid office. The Director will inform the student of the action taken.

Failure to correct the discrepancy will lead to notifying the Office of Inspector General (OIG) in Denver and the student’s file will be placed on final review, stopping all disbursements until the errors are corrected. If the student and or their parent give false or misleading information, the student and/or their parent may be fined up to $25,000.00, sent to prison or both. Until clarification is reached, no disbursement of awards will be issued to the student.

**Title IV Aid**
The Financial Aid office is responsible for Title IV Aid which includes the Pell Grant, FSEOG and the FWS program. All other funding is the responsibility of the donor, program or grant. PELL, FSEOG, FWS, are the only Title IV funding the College offers at this time.

PELL is awarded based on a student’s financial needs. SEOG is an incentive to apply before the FAFSA deadline which is March 1 of every year.

FWS (CWS) is a campus based work program for students who meet certain requirements. See financial aid for application.

**Verification of Student Aid Report (SAR)**
Verification is determined by the Department of Education. In addition, the financial aid office may at their discretion, ask that 100% of the student population be verified. The SAR and the ISIR is marked with an asterisk (*) next to the EFC (Estimated Family Contribution), which gives the financial aid office notice that verification is required.

Students must comply with the Department of Education verification requirements. To comply with verification, the student must complete all the required forms, which can be found in the financial aid office or online. Required forms must be submitted before any disbursements are made to the student.

Financial Aid will verify the documents the student has submitted and the information reported on the SAR. If the verification is completed and received within the tolerance allowed by the Department of Education, BCC will award the proper Federal Pell amount to the student.

**Work Waiver**
Students will be eligible to apply for (tuition only) work waivers if ineligible for any Title IV financial aid or any other type of aid is not available. The student must apply for the work waiver in the financial aid office. This waiver does not include other fees or textbooks.

The waiver is approved on a semester-to-semester basis and is not to be used in conjunction with other tuition waivers. The student must reapply for a tuition work waiver for each semester they plan on attending with the financial aid office.
Other tuition waivers are available to the student see student accounts for additional waivers and their requirements.

Disclaimer
This information is accurate at the time of publication but is subject to change without notice in accordance with the Department of Education. BCC’s Financial Aid Office reserves the right to change its policies and procedures at any time during the period this publication is in effect.

Financial Aid Contact Information
Financial Aid Director ext. 2245
Financial Aid Specialist ext. 2246

Business Office for Student Accounts
The Business Office for Student Accounts (BOSA) is responsible for accurate assessment of charges to students’ accounts, timely issuance of billing statements, and processing of payments to Blackfeet Community College for charges assessed to students’ accounts, and for refunding overpayment of students’ accounts in accordance with Blackfeet Community College Policy and federal law.

The BOSA is open Monday through Friday, 8:30 a.m. through 4:00 p.m., Mountain Standard time, excluding College holidays. Students and individuals authorized by students to access student account information may contact the BOSA by phone at (406) 338-5441, Ext. 2229 or by email fernsf@bfcc.edu and can expect a response within 24 hours. 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
By the act of registration, class attendance, or participation in other activities associated with enrollment at Blackfeet Community College, the student accepts financial responsibility for charges assessed to his/her student account. Charges include those for tuition, mandatory fees, library fines, bookstore charges, and other fees noted in the current college catalog. This financial responsibility is not relieved until payment has been made for any and all charges incurred.

Billing and Due-Dates
Blackfeet Community College sends out statements on a yearly basis (after June 30). In addition, students can view their bill online by going to https://my.bfcc.edu/ics and logging in with their current username and password. Students can also request their bill be mailed or emailed to them.

In general, bills will be issued for active students with debit balances on a semester basis. At the beginning of fall and spring semesters, additional bills may be issued to ensure that students are kept fully apprised of changes to their accounts. Unofficial billing calendars, listing anticipated billing dates, will be posted online.

The College does not have a set due-date policy on students because of their low-income economic status. Usually, most of the students receive scholarships that pay for all or part of their bill. Those that do not receive scholarships or are ineligible must make arrangements with the Business Office for Student Accounts to set up a payment plan.

Financial Penalties
Service Charges and Non-Payment of Fees
Currently the College does not have service charges or non-payment of fees at this time.

Third Party Billing
The Business Office for Student Accounts offers billing and payment services, invoiced directly to third-party sponsors (such as the US Federal Government, private companies, and so on) for the educational costs of Blackfeet Community College, at no cost to the student. Third-party sponsors include the Vocational Rehab, Veteran’s Admin, Rural Employment Opportunities, to name a few.

In order to meet the requirements of FERPA, and to ensure that bills are issued only for eligible students, official documentation endorsed by the sponsors detailing the third party’s obligation to the student must be submitted to the BOSA. Any such authorizing document must contain the following (authorizations which fail to meet any of these requirements may be deemed insufficient):

- Service charges or non-payment of fees are not applicable to students
- The bill must be issued only to eligible students
- Documentation must contain the following information
- The sponsor’s name and address
- The student’s name and identification number
- The student’s academic program
- The student’s anticipated or expected receipt of funds
- The sponsor’s signature and date
• Student name
• Blackfeet Community College ID number (SID)
• Name, physical address, and email address of the sponsor
• Academic terms covered
• Types of charges covered (i.e., tuition, fees, books, etc.)
• Expected dollar amount of coverage
• Any special invoicing requirements of the sponsor

Examples of acceptable documentation include the Montana Vocational Rehabilitation Programs, DPHHS form VR-1; or any award letter on official letterhead containing the above items.

In order to ensure prompt processing, authorizations should be sent via email as .PDF attachments to fernsf@bfcc.edu. In the event that the student does not have access to an electronic copy of the document in question, and does not have access to a scanner, authorizations can be faxed to (406) 338-3272 or mailed to our office.

The BOSA reserves the right to refuse to invoice any third-party, to refuse to grant temporary credit for anticipated payments, or to reverse credit granted for anticipated payments never submitted by the sponsor.

When possible, invoices will be sent to the sponsoring entity within 72 hours of receipt of the authorization. In the event that the authorization is sent prior to the registration period for a given term, and the student has not pre-registered for courses, invoices will be sent following the end of the add/drop period. During the summer terms, invoices will be sent following the receipt of authorization of the assessment of charges.

Blackfeet Community College expects sponsors to process invoices and submit payment upon the issuance of an official invoice. If a sponsor refuses to remit payment, then it falls on the student responsibility for repayment of their bill.

Any student sponsored by an agency that intends to remit payment directly to the student (as opposed to paying Blackfeet Community College directly) must make arrangements to settle his or her balance with the Student Accounts.

**Late Fees**

No late fees will be charged.

**Financial Holds**

Any student with an outstanding account balance will not be able to obtain an official transcript. Financial holds prevent the generation of official transcripts, and the issuance of diplomas and certificates. Students whose balance rise over $500 will need to make arrangements with the Student Accounts Specialist regarding a payment plan.

*Note: Students with an exceptionally high balance will need to get the Vice-President of Finance's approval. Otherwise, the student cannot register for classes unless they make a payment plan with the Student Accounts Specialist and make payments on a regular basis (depending on the amount, it can be up to 3 years).*

Financial holds are not released until 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 excepted 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 BCC 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 Business Office for Student Accounts requires a student's request in order for a refund to be generated; students may request a refund whenever total payments to their account exceed total charges. Negative values in the
“Current Due” field may not reflect a refundable balance, as this value can reflect memo items connected with payment arrangements (such as anticipated payments from third-party sponsors).

The BOSA will automatically issue refunds in two circumstances: when payments for a particular semester from Title IV sources exceed institutional charges (as required by federal law and regulations) and when the student has become inactive while retaining a credit balance, the action leading to the inactivity being deemed as creating a request for a refund.

PELL Payout
Will begin with the President’s PELL, which is from the previous semester and it is based on that semester’s GPA of 3.50 or higher. This happens by the 5th week after the 1st Day of Classes and approximately 2 weeks after the Last Day to Drop and Add a Class.

After the President’s PELL is paid out, regular PELL payouts will be paid on every other Thursday until the end of the semester (this is subject to change).

All Scholarships (not PELL) will be paid on Fridays and ready for pick up at 1:00 p.m.

All Scholarships will be applied to a student’s account before any refunds are processed. If the student’s current bill is over the scholarship award, it will be applied in full and the student will not receive a refund. If a student has a previous, that bill will be paid after the current bill is taken care of. please see the Student Accounts Specialist for further information.

NOTE: Merit based awards such as the President’s List (not to be confused with President’s PELL) or Programs such as the NSF Alliance Minority Participation (AMPS), are not considered scholarships.

The BOSA reserves the right to hold or deny a refund request when there is the possibility that the charges on the student account were not properly assessed, or when payments are subject to adjustment.

If for any reason a refund request is not approved, an email will be sent to the student indicating the reason and the contact person with whom the student should discuss the matter. If, after further analysis, it is determined that the student is eligible for a refund, a new request must be submitted (and it can be in person, online, or by mail).

All refunds will be done in check form, as the College does not have an electronic payment process. All checks will be mailed (to student’s current address) if not picked up on Friday.

If the paper check is not received in a reasonable amount of time, the student should contact the BOSA and request a stop payment of the missing check. When this has been accomplished, the student will need to verify the address on file, and again request the refund.

In compliance with FERPA, all refund payments are made directly to students. The only exceptions are in certain cases of payments submitted by third party sponsors or outside scholarship organizations, and rare extenuating circumstances as defined by Blackfeet Community College.

If a student receives a refund to which he or she was not entitled, any outstanding balance that may result must be paid back to the student account immediately.

Refunds will be disbursed by check, only from the Blackfeet Community College Business Office. Disbursement dates are determined by the business office, and the financial aid office is not responsible or is in control of closures, holidays or other extenuating circumstances that may interfere the dates or times of disbursement.

Delinquent Accounts
Debt to the College is immediately due at the time a student becomes inactive. The reason for the inactivity is immaterial, whether it be graduation or completion of an academic program withdrawal, an approved leave of absence, failure to register for the next semester in the student’s academic program, or any other reason.

Students can make payment arrangements on their past due balances. The BOSA has forms for this.

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

Payment Options
The BOSA accepts the following payment methods:
Paper Checks drawn from a US-based bank, and in US dollars
Student name and 5-digit BCC Student ID 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 be subject to a $5 return check fee

Cash
Never send cash through the mail
Cash can be deposited with our cashier on campus between 8:30 a.m. 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)

Certified Checks/Money Orders
Certified checks and money orders can be mailed or delivered in person to our office on campus
BCC reserves the right to insist upon payment with a certified check

Financial Aid
- Estimated aid will be reflected on the bill as “memo” items
- Students must submit a completed (as determined by the Financial Aid Office) Financial Aid application
- All financial aid memos will be removed from student accounts before the end of the semester

Third-Party Billing
Student must submit a valid billing authorization to the BOSA.

Enrollment in a Payment Plan
Must be performed via Student Accounts.
**Tuition and Fees**

As approved by the Executive Leadership Team on June 20, 2018:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Tuition Fee</th>
<th>Registration Fees</th>
<th>Building Fee</th>
<th>Computer Fee</th>
<th>Activity Fee</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$110.00</td>
<td>$50.00</td>
<td>$45.00</td>
<td>$45.00</td>
<td>$60.00</td>
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<td>2</td>
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<td>$50.00</td>
<td>$45.00</td>
<td>$45.00</td>
<td>$60.00</td>
<td>$420.00</td>
</tr>
<tr>
<td>3</td>
<td>$330.00</td>
<td>$50.00</td>
<td>$45.00</td>
<td>$45.00</td>
<td>$60.00</td>
<td>$530.00</td>
</tr>
<tr>
<td>4</td>
<td>$440.00</td>
<td>$75.00</td>
<td>$65.00</td>
<td>$60.00</td>
<td>$60.00</td>
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<td>5</td>
<td>$550.00</td>
<td>$75.00</td>
<td>$65.00</td>
<td>$60.00</td>
<td>$60.00</td>
<td>$810.00</td>
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<tr>
<td>6</td>
<td>$660.00</td>
<td>$85.00</td>
<td>$120.00</td>
<td>$100.00</td>
<td>$60.00</td>
<td>$1,025.00</td>
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<tr>
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<td>$120.00</td>
<td>$100.00</td>
<td>$60.00</td>
<td>$1,135.00</td>
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<tr>
<td>8</td>
<td>$880.00</td>
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<td>$120.00</td>
<td>$100.00</td>
<td>$60.00</td>
<td>$1,245.00</td>
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<tr>
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<td>$85.00</td>
<td>$120.00</td>
<td>$100.00</td>
<td>$60.00</td>
<td>$1,355.00</td>
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<td>$120.00</td>
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<td>$1,465.00</td>
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<tr>
<td>12-15</td>
<td>$1,320.00</td>
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<td>$120.00</td>
<td>$100.00</td>
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<td>$1,685.00</td>
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<td>16-18</td>
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<td>$120.00</td>
<td>$110.00</td>
<td>$60.00</td>
<td>$1,805.00</td>
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<td>$125.00</td>
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<tr>
<td>20</td>
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<td>$125.00</td>
<td>$125.00</td>
<td>$60.00</td>
<td>$2,085.00</td>
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<tr>
<td>21</td>
<td>$1,760.00</td>
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<td>$125.00</td>
<td>$60.00</td>
<td>$2,195.00</td>
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<td>22</td>
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<td>$125.00</td>
<td>$60.00</td>
<td>$2,305.00</td>
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<table>
<thead>
<tr>
<th>Additional Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Fee</td>
</tr>
<tr>
<td>Lab Fees (Varies by Course)</td>
</tr>
<tr>
<td>Transcript Fee</td>
</tr>
<tr>
<td>Drop/Add Fee (after the drop/add date)</td>
</tr>
<tr>
<td>Nursing Fee (Per Semester)</td>
</tr>
<tr>
<td>Online/Hybrid Fee</td>
</tr>
<tr>
<td>ID Card Fee (1st ID is Free)</td>
</tr>
</tbody>
</table>

Approved by BOT 6-20-18

All additional fees will be posted in the current class schedule each semester.
Discount for Withdrawing from Classes

<table>
<thead>
<tr>
<th>Class Days</th>
<th>Disc%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1st Day of Classes</td>
<td>100%</td>
</tr>
<tr>
<td>1st Day of Classes</td>
<td>80%</td>
</tr>
<tr>
<td>2nd</td>
<td>80%</td>
</tr>
<tr>
<td>3rd</td>
<td>80%</td>
</tr>
<tr>
<td>4th</td>
<td>80%</td>
</tr>
<tr>
<td>5th</td>
<td>80%</td>
</tr>
<tr>
<td>6th</td>
<td>60%</td>
</tr>
<tr>
<td>7th</td>
<td>60%</td>
</tr>
<tr>
<td>8th</td>
<td>60%</td>
</tr>
<tr>
<td>9th</td>
<td>60%</td>
</tr>
<tr>
<td>10th</td>
<td>60%</td>
</tr>
<tr>
<td>11th</td>
<td>30%</td>
</tr>
<tr>
<td>12th</td>
<td>30%</td>
</tr>
<tr>
<td>13th</td>
<td>30%</td>
</tr>
<tr>
<td>14th</td>
<td>30%</td>
</tr>
<tr>
<td>15th (last day to drop/add)</td>
<td>30%</td>
</tr>
<tr>
<td>After the 15th Day</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition (Example 1)</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1320 (Tuition) + $365 (Fees) = $1,685 @100%</td>
<td>$85.00</td>
</tr>
<tr>
<td>$1,685 @ 80%</td>
<td>$349.00</td>
</tr>
<tr>
<td>$1,685 @ 60%</td>
<td>$613.00</td>
</tr>
<tr>
<td>$1,685 @ 30%</td>
<td>$1,009.00</td>
</tr>
<tr>
<td>$1,685 @ 0%</td>
<td>$1,685.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition (Example 2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$1430 (Tuition) + $375 (Fees) + Admissions Fee $30 = $1,835 @100%</td>
<td>$115.00</td>
</tr>
<tr>
<td>$1,835 @ 80%</td>
<td>$459.00</td>
</tr>
<tr>
<td>$1,835 @ 60%</td>
<td>$803.00</td>
</tr>
<tr>
<td>$1,835 @ 30%</td>
<td>$1,319.00</td>
</tr>
<tr>
<td>$1,835 @ 0%</td>
<td>$1,835.00</td>
</tr>
</tbody>
</table>

Waivers only at BCC

Work Waiver is for students who are on suspension or are not eligible for Title IV funds for whatever reason, can apply for a Work Waiver which allows students to work off their tuition at $15.00 an hour. Applications can be picked up from the Financial Aid Office.

Disclaimer

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

Business Office Contact Information

Student Accounts, ext. 2229

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 students attending BCC. The office administers academic services by providing transcripts, letters of certification, registration for classes, course schedule changes, course closures, drop/adds, course withdrawals, instructor withdrawals and general academic information. The office is responsible for commencement and institutional reporting. The office ensures integrity, confidentiality, and security of student records in
compliance with FERPA regulations.

**Academic Year**

An academic year is defined as a full year of study beginning with, fall semester and spring semester ending with summer session.

**Administrative Withdrawal**

The Provost may cancel a course due to low or no student enrollment one week after the start of each semester. Students enrolled in the cancelled courses are notified through BCC’s email system. The Academic Affairs Office will mail notification to the student’s address on record.

**Admission Categories**

To seek admission to Blackfeet Community College, student’s will be admitted by the following categories:

- **High School Student/Dual Enrolled**: Dual-enrolled students are high school student who are in either 11th or 12th grade may apply to enroll for classes at BCC for the purpose of earning college credits prior to high school graduation. A currently enrolled high school student may apply for admission and enroll in community college courses to enhance and strengthen their educational program. Students applying for admissions will complete the admission procedures along with a letter of recommendation from their high school Principal or Counselor.

- **New Student**: New students are those who have never attended college. New students who have recently graduated within the same year they are attending BCC may apply for the 1st Time 1st Year Freshman Scholarship, applications can be picked in the admissions office.

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

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

- **Non-Degree Seeking Student** (attending CEU, Workshops earning college credits): Non-degree seeking students must complete the admission procedures before registering at Blackfeet Community College. Students enrolled in courses at Blackfeet Community College who have completed a degree and desire to take refresher courses to maintain their skills or licenses; and students who are taking courses for personal interest are considered non-degree seeking students.

**Class attendance policy**

Students are required to attend class on a regular basis. If a student must be absent, it is the student’s responsibility to notify the instructor and make up assignments. It is also the student’s responsibility to track their own absence(s).

Students that have not attended class by the end of the third week of classes may be withdrawn from the course by the instructor.

Students may withdraw/drop from a course until the end of the third week and not receive a grade. Students who withdraw/drop from a course after the third week will receive a “W” at any time until the designated withdraw date for the semester.

It is the student’s responsibility to adhere the colleges drop/add procedure to withdraw from class successfully. Failure to attend or withdraw from a class will result in an “F” on the student’s transcript which will affect financial funding.

**Classification of students:**

- **Full-time students**: registered for 12 or more credits of study per semester
- **Three quarter time students**: registered for 9 credits per semester
- **Half-time students**: registered for 6 credits of study per semester
- **Part-time students**: registered for fewer than 1-5
credits of study per semester
• Freshman students are those having earned up to 30 credits
• Sophomore students are those having earned 31 or more credits
• First time – first year students have never attended college/university
• Continuing students are those who were enrolled at Blackfeet Community College during the previous semester
• Returning students are those who have attended Blackfeet Community College before the previous semester
• Transfer students are those who have attended another institution prior to applying to Blackfeet Community College.
• Former students are those who have attended Blackfeet Community College over five or more years prior to current semester

Course cancellation
To continue on an academically and economically sound basis, Blackfeet Community College reserves the right to cancel a scheduled course when enrollment is six (6) students or less.

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

Course load
The normal course load for a full-time student is 12-18 credit hours per semester. Students wishing to enroll for more than 18 credits will have to meet with their advisor and the Provost for written approval. The approval process is based on current and cumulative GPA and credits attempted/completed. The maximum number of credit hours allowed per student per semester is 21.

Course numbering
Courses are numbered by the following system:
• 100-199 either freshman or sophomore students may take introductory or general courses (some may transfer to higher educational institutions).
• 200-299 Sophomore level courses may require prerequisite courses or approval of the instructor. Check with your advisor regarding transferability of required courses.
• 290-299 Special courses, special topics, workshops, independent study, internships, practicum, seminars with possible prerequisites or instructor’s approval (may be transferred to higher educational institutions).

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

Drop/Adds
Courses may be added or dropped after registration within the time period allowed. See academic calendar for specific dates. A drop/add form is available at Student Services and the form must be completed and returned to the Registrar’s Office for processing. The student, the instructor, and the student’s advisor must sign the drop/add forms. If the class is dropped after the deadline, a grade of “W” will appear on the student’s transcript, which may affect the student’s financial aid.

FERPA
Family Education Rights & Privacy Act is a federal law that protects the privacy of a student’s education records. Academic records from the student’s educational file cannot be released to anyone without prior written consent of the student. Students who wish to complete a release of information form which authorizes another individual to act on their behalf must see the Registrar’s Office for the form. This form is in effect for one academic year.

Grade challenge
Once a grade has been reported by the instructor to the Registrar, the grade will not be changed except in extreme circumstances.
Grade Point
Letter grades are assigned a specific number of grade points per credit. Note: The only way to make up an “F” grade is by repeating the course. Grades of D, F, I, W and AU may affect a student’s funding please see financial aid for further information.

Grade Point Chart

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality of Work</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>0.00</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Graduation and Commencement Requirements
Graduation applications are initiated with the student and their advisor, once completed they are then submitted to the Registrar. See the academic calendar for deadlines. After the Registrar reviews the graduation application, students who will be graduating are notified of further procedures for commencement.

In order to graduate, the student must complete the following requirements:
- Student must have a cumulative grade point average of 2.0.
- A minimum grade of “C” must be earned in all courses required by the program of study and the general core requirements.

All degree or certificate courses required must be met.
- A minimum of 30 credit hours must be earned at Blackfeet Community College
- All substitutions/waivers forms must be attached to the graduation application, with all required signatures

The deadline for submitting a graduation application for the Fall Semester is September 14th and spring is February 4th.

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

Commencement
Occurs at the end of each spring term as published in the Catalog. Students who have completed all requirements for their program of study may participate in the commencement exercise.

Incomplete (I) grade
When the quality of a student’s work is satisfactory, but some essential requirement(s) of the course have not been completed due to unforeseen circumstances, the student may seek the approval of the instructor/division chair for an “Incomplete.” The student must have at least 80% of the course work completed and be able to complete the remaining requirements within one academic semester. An alternate grade will be listed on the form equivalent to the student’s grade status at the time the incomplete takes effect. If the student fails to complete the requirements within the time allotted, 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 grant funding.

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

The student and instructor will meet and complete the Independent Study form and submit it to the Registrar’s Office with their completed Registration form. The instructor must work with the Provost to have this class entered into the Jenzabar system for registration.
Institutional Credit
Credits awarded by Blackfeet Community College may apply to a certificate or 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 is the process of selecting courses and registering those selections with the Registrar’s Office for entrance into the Jenzabar system.

Registration Procedures
Sign in at the information table and pick up paperwork.
- Step 1: Admissions: All students must start with Admissions. New students will need to bring in all required paperwork as stipulated on the Admissions application and pick up the registration form. Returning students must update their information.
- Step 2: Students see IT Department personnel to sign up for their student email, log in information and register for RAVE, the early alert system.
- Step 3: Returning students go to Student Accounts where they will pick up the registration form. New students go to Orientation and Assessments.
- Step 4: See your assigned advisor, students will be assigned an advisor in admissions. Former students who do not have an advisor will be assigned one when picking up the registration packet. Students are responsible for completing an education plan, and for bringing a copy to the financial aid office.
- Step 5: Proceed to the Registrar’s Office, bring completed registration form and student survey, (incomplete registration forms will not be accepted) this data will be entered into the Jenzabar database.
  1. The Registrar keeps the white copy of the registration form. Your registration is now official for the semester, this is a legal and binding contract between the student and Blackfeet Community College.
- Step 6: Financial Aid Office where student will drop off the yellow copy of the signed registration form, an educational planner signed by student and advisor, and student data form which is necessary to complete the financial aid student file.
- Step 7: Student Accounts is the next step to drop off pink registration form. If students are purchasing a meal plan, they will process it with Student Accounts.
- Step 8: Students need to pick up their student identification cards.
- Step 9: Bookstore, students can pick up textbooks, present printed copy of class schedule
- Step 10: Students must complete Everfi. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal statute requiring colleges and universities participating in federal financial aid programs to maintain and disclose campus crime statistics and security information.

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

Semester
A Semester is a fifteen-week period of study.

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

Transcript
A transcript is a complete academic record of a student’s work. The official BCC transcript bears the signature of the Registrar and the seal of Blackfeet Community College. Transcripts will not be released until all college admissions and financial aid obligation have been met. BCC transcripts may be withheld from any student who owes tuition and fees to BCC.

Student will go to the business office and pay for their unofficial and/or official transcript the business office will have the student complete a Request for Transcript form, once the form is completed, the student will bring the form to the Registrar’s office for processing. Transcripts are processed at 1:30 pm daily and are available for pick up after 2:30 pm. Students will sign the Request for Transcript
form as the person picking up the transcript.

Transcript Fees
- Unofficial: $2.00
- Official: $5.00
- Macro Fax Fee: $10.00

If a student authorizes someone other than themselves to pick up the transcript they need to leave a handwritten letter authorizing whomever will pick up the transcript.

The transcript will be placed in an envelope and a seal placed on it and given to the authorized individual. This individual will sign the Request for Transcript form as the person receiving the transcript.

Students have the option to request the Registrar's office to mail their transcript. If the student wants the transcript mailed, they must indicate that on the Request for Transcript form, by completing the mail to section

Transfer credits
Credits are transferable to other institutions of higher education, depending on the institution's transfer policy. Transfer evaluation occurs with the Registrar's Office and the Division Chair/Advisor of the program of study.

Please note the following:
- Courses being transferred into BCC must be from a regionally accredited institution
- Only courses with a “C” grade or above can be transferred into BCC
- Transfer courses are not included in the grade point average (GPA) of the student at BCC
- A minimum of 15 credits of a certificate and 30 credits if an associate degree must be earned at BCC prior to graduation
- As with any other institution of higher education, BCC reserves the right to determine courses for transfer into the college

Transfer to Blackfeet Community College
Students who are transferring from another college to Blackfeet Community College must have all official transcripts of previous college's they have attended be sent to the Admission's 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 BCC.

These transfer credits must align with the specific program of study and BCC reserves the right to determine courses for transfer in the college. All transfer students who transfer with a 1.99 grade point average or lower; and former BCC students returning after an absence of five or more years, are required to take the Assessment/Placement Test before registering for courses.

Transfer to other colleges/universities
Articulation (transfer) agreements currently exist between BCC and the Montana University System and other colleges within the state of Montana. Students should contact Academic Enrichment Services (AES) or a Student Success Counselor for the transfer information and/or contact the admissions office of the institution to which student plans to transfer for specific guidelines.

Veterans Educational Benefits
Students may be eligible to receive benefits under the Veterans Educational Assistance Programs. Applications for veteran's educational benefits should be initiated with the Registrar's Office. Veterans should be prepared to provide certified copies of Form DD-214, marriage and children's birth certificates, and some personal history.

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

Total Withdrawal:
- Students may withdraw from BCC by completing the Total Withdraw form that can be obtained at Student Services. After the end of the thirteenth (13) week of classes, students are not allowed to withdraw from school.
• After the 13th week of classes, a student must submit an Extenuating Circumstances Form. A decision will be made within 2 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 could not predict what would happen, or which has seriously affected your ability to study or complete your school work.
• Such circumstances include accidents, severe illness, death, self-hospitalization, severe illness of life partner, family bereavement, diagnosed mental health problems, or other events of comparable circumstance.

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

Administrative Withdrawal:
• Students may be withdrawn for extenuating circumstances. These withdrawals are approved by the Provost.

Note: For those students receiving financial aid, their financial aid funding may be affected by these withdrawals.

Disclaimer
The Registrar 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 registrar’s office.

Registrar Contact Information
Registrar, ext. 2244
Registrar Technician, ext. 2248

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, designed to improve student retention and success through direct services to those students that 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 will have the opportunity to utilize specialized services that are not available 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 the 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 in order to participate fully in the experience and opportunities offered by post-secondary education institutions.
Veteran: an individual who has served or is serving in the armed forces.

AES Learning Center
Our program is funded by the United States Department of Education. 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 which provides free tutoring to individual and groups in Math, English, Reading, Natural & Social Sciences and Study Skills. Professional and Peer tutors are available during the academic year Monday-Friday 8:00am-4:30 pm. The learning Center has computers that are internet accessible that can be used for research, homework, applying for scholarships, filling out FAFSA applications and checking E-mails.

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 tutoring, counseling, and transferring to a 4-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. 2260
Academic Support Specialist ext. 2262
Learning Center Coordinator ext. 2242

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

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 BCC Student Disabilities Program offer?
BCC’s Disability program is committed in ensuring compliance with the American with Disabilities Act (ADA) of 1990. The ADA prohibits discrimination against a qualified person with a disability and is required to make reasonable accommodation to known physical or mental limitations of an otherwise qualified individual unless to do so would pose an undue hardship. Our goal is to provide and coordinate services that will enhance a student’s academic development and independence.

What are some examples of services?
While it the college’s responsibility to notify students of service and how to access those services. However, it is the “The student’s responsibility to self-disclosed and request accommodations”. The accommodations are determined on an individual basis according to required documentation of 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 (is justified by disability)
• Referral to resources on and off campus
• Reasonable classroom accommodations

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

Disclaimer
Disabilities 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 Disabilities Coordinator’s office.

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

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

Student standards of Conduct
With the freedom that these rights afforded, comes the responsibility to conduct oneself with civility and respect toward the rights of others. For additional details, please refer to the BCC Student Handbook, located in the Student Success Center or in the Admissions Office.

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

Counselor/Advisor Contact Information
Counselor/Advisor, ext. 2265

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 BCC/community sponsored events. While serving on Student Senate students develop great leadership skills, and act as an intermediary for the BCC 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 BCC 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 semester.

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 great leadership skills, TCU students get to compete academically and in traditional hand games, archery and many other type of competitions to choose from. 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. At the conference, hundreds of students gather together to share thoughts, ideas, and new and emerging research trends in the business industry both 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 opportunity for American Indians.

**Piikani Club**
The Piikani Club promotes and encourages cultural activities at BCC and within the community. Piikani Clubs purpose is to contribute and encourage pride in the cultural heritage of the Piikani People and Native Americans. All BCC 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.

**Piikani Thunder Basketball**
Blackfeet Community College Men's and Women's basketball team compete under Montana Tribal College Athletic Association (MTTCAA) Basketball. Players are expected to maintain a 2.0 cumulative GPA with at least 9 credits.

**BCC Rodeo Club/Team**
BCC Rodeo Club/Team is a student activity that allows students to compete in the sport of rodeo. BCC Rodeo team/club is a part of the Big Sky Region Sanctioned through NIRA National Intercollegiate Rodeo Association having 10 rodeos a year students are able to travel throughout the Big Sky Region with the opportunity to qualify and compete at the College National Finals Rodeo.

**Fall and Spring Fling**
Is held each semester on campus, fun activities for students to engage in.

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

**Disclaimer**
The BCC 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 find connections to all campus resources, programs and services. The Center is here to assist in developing a roadmap for success as students pursue personal and academic goals.

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

Through the Student Success Center programs and services, students are empowered to develop the skills and abilities to make a positive adjustment within the campus community.

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

The Student Success Center will provide the following services:
• Skill Assessment
• Accurate Course Placement
• Transfer Counseling
• Academic Advising
• Early Intervention
• Tutoring Services
• College Readiness

Blackfeet Community College Online & Hybrid Online Courses Costs/Online (Distance Learning)
Blackfeet Community College offers courses delivered in an online format. They can be delivered one of two ways: Fully Online or Hybrid.

The difference being, fully online will be instructed using the Moodle CMS or BCC Online website, http://bfcc.mrooms.org and hybrid course will meet for classes as well as an online component.

2+2 Programs
Blackfeet Community College offers 2+2 programs, an opportunity to earn your bachelor’s degree at BCC in:
• Social Work with University of Montana
• Elementary Education and Early Childhood Education with University of Montana and University of Montana-Western
• Business Administration with MSU-Northern
• Native American Studies with University of Montana
SECTION SIX - Degrees and Certificates

Division of Business & Information Technology
AS - Accounting
AS - Business Management
Certificate - Agri-Business Certificate
Certificate - Records Information Management Certificate

Division of Education
AS - Elementary Education
AAS - Early Childhood Education
Certificate - Early Childhood Development Certificate

Division of Human Services
AA - Addication Studies
AA - Behavioral Health Aid BuildYour Own
AA - Psychology
AA - Social Work
AS - Criminal Justice Legal Studies
Certificate - Behavioral Health Aid
Certificate - Blackfeet Legal Studies Certificate

Division of Humanites
AA - Liberal Studies
AA - Piikani Studies and Langauge

Division of Math/Science
AS - Environmental Studies
AS - Health Science
AS - Hydrology Technician
AS - Pre-Engineering
Certificate - Geographical Information Systemes Certificate
Certificate - Hydrology Technician Aide

School of Nursing
AS - Nursing/ASN
## GENERAL EDUCATION REQUIREMENTS FOR (AA,AS)

**2018 - 2020 | General Education Requirements**

**Self – Knowledge – Engagement - Action.** At Blackfeet Community College, our General Education Core leads students on a journey of self-discovery and learning. Students will gain knowledge and develop skills needed to succeed at school and work, as well as be engaged citizens who forge a bright future for the community.

<table>
<thead>
<tr>
<th>GENERAL CORE CURRICULUM (AA,AS)</th>
<th>31 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
</tr>
<tr>
<td><strong>CORE 1</strong> FOUNDATION STUDIES - 6 credits required</td>
<td></td>
</tr>
<tr>
<td>TCC 101</td>
<td>First Year Seminar - Critical Thinking</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
</tr>
<tr>
<td><strong>CORE 2</strong> PIKANI STUDIES - 5 credits required</td>
<td></td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1888)</td>
</tr>
<tr>
<td>NASX141</td>
<td>History and Foundation - Piikani Language</td>
</tr>
<tr>
<td><strong>CORE 3</strong> EXPRESSIVE ARTS - 2 credits required</td>
<td></td>
</tr>
<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
</tr>
<tr>
<td><strong>CORE 4</strong> MATH AND SCIENCE- 10 credits required</td>
<td></td>
</tr>
<tr>
<td>M115</td>
<td>Probability and Linear Math (or higher)</td>
</tr>
<tr>
<td>SCI w/lab</td>
<td>Any Science with a Lab (Biology, Botany, Chemistry, Geology)</td>
</tr>
<tr>
<td>SCI -No lab</td>
<td>Any Science without a Lab (ENSC, GPHY, NAT, SCI, WILD)</td>
</tr>
<tr>
<td><strong>CORE 5</strong> SOCIAL/SCI/AVI/ADIVN SCIENCE - 3 credits required</td>
<td></td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Intro. to Psychology (or higher)</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Intro. to Sociology (or higher)</td>
</tr>
<tr>
<td><strong>CORE 6</strong> HUMANITIES - 2 credits required</td>
<td></td>
</tr>
<tr>
<td>FILM 103</td>
<td>Intro. to Film</td>
</tr>
<tr>
<td>LIT110</td>
<td>Intro. to Literature</td>
</tr>
<tr>
<td>MUS 130</td>
<td>History of Rock &amp; Roll</td>
</tr>
</tbody>
</table>

### The Learning Outcomes for the general core are as follows:

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

**Core 1 – Foundation Studies**
Core 1 will foster students’ growth as engaged citizens by developing self-awareness, and teaching critical reading and thinking, academic writing, and presentation skills. In addition, students will identify and understand contemporary issues confronting them as tribal, national and global citizens, and utilize the skills obtained from core courses to analyze these concerns.

**Core 2 – Piikani Studies**
In Core 2, students will learn about Piikani culture and language, and apply this knowledge to tribal preservation projects. Students will learn of historical events, and examine contemporary issues within the Piikani community.

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

**Core 4 – Math and Science**
Students will understand the structure and function of the natural world through the sciences, and develop mathematical literacy and appreciate how mathematics and statistics are applied in a variety of platforms.

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

**Core 6 – Humanities**
In Core 6, students will understand how the humanities evaluate individual and social realities. With this knowledge, students will apply humanities philosophy to create projects that address contemporary issues of their choosing.
Addiction Studies degree meets all of the academic requirements for the Montana Board of Behavioral Health Licensed Addiction Program licensure. Students will develop skills in all core competencies related to addictions counseling, along with an understanding of the complexities of the internal and external factors that cause these disorders, which is critical to helping individuals who suffer from them.

This curriculum prepares students to work both on and off the Blackfeet Reservation by examining the Blackfeet worldview in relation to the global community.

The Learning Outcomes from the Associate of Arts in Human Services - Addiction Studies are as follows:

- Students will develop knowledge and skills related to human services fields and practice.

- Students will develop critical thinking, writing and communication skills in the context of the helping field.

- To apply knowledge and skills critically in context of living and/or providing services to the Blackfeet Reservation or larger global community.
First Year Seminar: Critical Thinking
College Writing
Introduction to Psychology or Introduction to Sociology
Addiction Studies
Core 7 Elective

Probability & Linear Math (or higher)
Core 4 Math & Science Science w/o Lab
History of the Piikani (1700 - 1888)
Pharmacology of Substance Abuse
Mental Health1st Aid-Adult or Mental Health1st Aid-Youth

Speech: Development of Public Speaking
History & Foundations Piikani Language
Introduction to Counseling
Assessment & Diagnosis
Gambling Addiction
Co-Occurring Disorders

Core 4 Math & Science Science w/Lab
Core 6 Humanities
Legal, Clinical & Professional Issues
Introduction to Group Counseling
Treatment, Planning & Documentation

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.
*The academic map may vary for students who need college prep courses or who have earned prior academic credits
The Human Services- Behavioral Health AA degree is designed as a “build your own” individualized educational program. Students have the opportunity to design their behavioral health training to fit their employment and/or transfer needs. Students have the option to choose from an “approved” behavioral health planner sheet or submit an individualized plan with the Human Services Division Chair. All new plans must go before the Human Services Division for final approval.

This degree provides skills-based training, based on a foundation of theory, to prepare students for an entry-level position within the human services field or to transfer to a 4-year institution. Students will also examine the Blackfeet worldview as it relates to the Human Service field.

The Learning Outcomes from the Associate of Arts in Human Services - Behavioral Health - Build Your Own are as follows:

• Students will develop knowledge and skills related to human services fields and practice.

• Students will develop critical thinking, writing and communication skills in the context of the helping field.

• To apply knowledge and skills critically in context of living and/or providing services to the Blackfeet Reservation or larger global community.
HUMAN SERVICES-BEHAVIORAL HEALTH-BUILD YOUR OWN

2018 - 2020 | Associate of Arts (AA) Degree Program

Division of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant

The Human Services-Behavioral Health AA degree is designed as a "build your own" individualized educational program. Students have the opportunity to design their behavioral health training to fit their employment and/or transfer needs. Students have the option to choose from an "approved" behavioral health planner sheet or submit an individualized plan with the Human Services Division Chair. All new plans must go before the Human Services Division for final approval.

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- Students will develop knowledge and skills related to human services fields and practice.
- Students will develop critical thinking, writing and communication skills in the context of the helping field.
- To apply knowledge and skills critically in context of living and/or providing services to the Blackfeet Reservation or larger global community.

The Learning Outcomes from the Associate of Arts in Human Services - Behavioral Health - Build Your Own are as follows:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
<td></td>
</tr>
<tr>
<td>WRIT101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>SW100</td>
<td>Introduction to Social Welfare</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>PSYX100 or</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>SOCI 101</td>
<td>or Introduction to Sociology</td>
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<tr>
<td>PKNI129</td>
<td>History of the Piikani (1700-1888)</td>
<td>3</td>
<td>Every</td>
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</tr>
<tr>
<td>M115</td>
<td>Probability &amp; Linear Math (or higher)</td>
<td>3</td>
<td>Every</td>
<td></td>
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<tr>
<td>ANY</td>
<td>Core 4 Math &amp; Science w/o Lab</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
<td>Core 7 Electives (see advisor)</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
<td>Core 7 Electives (see advisor)</td>
<td>3</td>
<td>Every</td>
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Suggested course of study - meet with Advisor

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.
*The academic map may vary for students who need college prep courses or who have earned prior academic credits.
HUMAN SERVICES - PSYCHOLOGY

Divison of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant Ext. 2234

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

This degree provides skills-based training, based on a foundation of research and theory, to prepare students for an entry-level position within the human services field. This program is set up as a 2 + 2 program that ensures successful transfer to 4-year partner institutions.

The Learning Outcomes from the Associate of Arts in Human Services - Psychology are as follows:

• Students will develop knowledge and skills related to human services fields and practice.

• Students will develop critical thinking, writing and communication skills in the context of the helping field.

• To apply knowledge and skills critically in context of living and/or providing services to the Blackfeet Reservation or larger global community.
# HUMAN SERVICES-PSYCHOLOGY

## 2018 - 2020 | Associate of Arts (AA) Degree Program

Division of Human Services  
Division Chair: Angela Johnson, MSEd  
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology  
Ilona Vaile, Administrative Assistant Ext. 2234

## First Semester

<table>
<thead>
<tr>
<th>Course code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>TCC101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>WRIT101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>PSYX100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>PKNI129</td>
<td>History of the Piikani (1700-1888)</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
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Total Credits: 15

## Second Semester

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<td>ANY</td>
<td>Core 4 Math &amp; Science w/o Lab</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>COMX111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>PSYX262</td>
<td>Cultural Psychology</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ANY</td>
<td>Core 7 Social/Behavioral Science</td>
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Total Credits: 15

## Third Semester

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<td>NASX141</td>
<td>History &amp; Foundations Piikani Language</td>
<td>3</td>
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<td>PSYX240</td>
<td>Abnormal Psychology</td>
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<td>PSYX260</td>
<td>Social Psychology</td>
<td>3</td>
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<td>PSYX248</td>
<td>Psychology of Family Violence</td>
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Total Credits: 15

## Fourth Semester

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<td>PSYX230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>PSYX203</td>
<td>Introduction to Social Science Research Methods</td>
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<td>PSYX285</td>
<td>Psychology of Personality</td>
<td>3</td>
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<tr>
<td>HS279</td>
<td>Legal, Clinical &amp; Professional Issues</td>
<td>3</td>
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</table>

Total Credits: 15

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*  
*The academic map may vary for students who need college prep courses or who have earned prior academic credits*
HUMAN SERVICES - SOCIAL WORK

2019 - 2021 | Associate of Arts (AA) Degree Program

Division of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant Ext. 2234

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

This degree provides skills-based training, based on a foundation of research and theory, to prepare students for an entry-level position within the human services field or transfer. This program is set up as a 2 + 2 program that ensures successful transfer to 4-year partner institutions.

The Learning Outcomes from the Associate of Arts in Human Studies - Social Work are as follows:

- Students will develop knowledge and skills related to human services fields and practice.

- Students will develop critical thinking, writing and communication skills in the context of the helping field.

- To apply knowledge and skills critically in context of living and/or providing services to the Blackfeet Reservation or larger global community.
HUMAN SERVICES-SOCIAL WORK

2018 - 2020 | Associate of Arts (AA) Degree Program

Division of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant

### FIRST SEMESTER

<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>TCC101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>WRIT101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>PSYX100 or SOCI 101</td>
<td>Introduction to Psychology or Introduction to Sociology</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>SW100</td>
<td>Introduction to Social Welfare (B or higher)</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>PKNI129</td>
<td>History of the Piikani (1700-1888)</td>
<td>3</td>
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### SECOND SEMESTER

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<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
<td>Core 4 Math &amp; Science Science w/o Lab</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>NASX141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>SW200</td>
<td>Introduction to Social Work Practice (B or higher)</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>PSYX100 or SOCI 101</td>
<td>Introduction to Psychology or Introduction to Sociology</td>
<td>3</td>
<td>Every</td>
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### THIRD SEMESTER

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<td>BIOB101/102</td>
<td>Discover Biology w/Lab</td>
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<td>HS280</td>
<td>Introduction to Counciling</td>
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<tr>
<td>ECNS217</td>
<td>Economics of Indian Reservations</td>
<td>3</td>
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<td>ANY</td>
<td>Core 7 Elective (see advisor)</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>COMX111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
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### FOURTH SEMESTER

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<th>Course code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
<td>Core 7 Elective (see advisor)</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>NASX220</td>
<td>Piikani Tribal Government</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>PSYX230</td>
<td>Developmental Psychology</td>
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<td>Spring</td>
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<td>PSYX262</td>
<td>Cultural Psychology</td>
<td>3</td>
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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.

*The academic map may vary for students who need college prep courses or who have earned prior academic credits.*
LIBERAL STUDIES
2018 - 2020 | Associate of Arts (AA) Degree Program

Division of Humanities
Division Chair : Iva Croff, MIS
Instructors : Jim Petersen MA, Shelly Eli MA,
Administrative Assistant Ext. 2286

The Liberal Studies Associate Degree prepares students for bachelor study in creative writing, expressive arts, film, language/linguistics, and philosophy. Every student in Liberal Studies will experience critical thought through writing, reading, enriched discussions, and verbal and written analysis. The Liberal Studies Department offers educational experiences and a curriculum to engage students through the integration of Piikani history, culture, and thought. Students will gain foundational knowledge and skills based on habits of inquiry and problem solving that strengthen their studies, career goals, and personal lives in positive ways.

Liberal Studies at Blackfeet Community College is the most traditional of studies in higher education that collaborates with a multitude of disciplines in the Humanities & Sciences, always focusing on the up-to-date expectations from the Montana University System.

The Learning Outcomes from the Associate of Arts in Liberal Studies are as follows:

- Develop critical writing, reading, thinking, and verbal communication skills enhanced with expressive arts, literature/oral traditions, and Piikani language.

- Obtain a breadth of understanding of the nature of Piikani thought, humanities, and sacred place

- Creating and developing application-centered habits for research that promote ethical, systematic, and objective practices
**LIBERAL STUDIES**

2018 - 2020 | Associate of Arts (AA) Degree Program

Division of Humanities
Division Chair: Iva Croff, MIS
Instructors: Jim Peterson MA, Shelly Eli MA
Administrative Assistant Ext. 2286

### FIRST SEMESTER

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<td>TCC 101</td>
<td>First Year Seminar: Critical Thinking</td>
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<td>Every</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
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<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
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<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
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### SECOND SEMESTER

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<td>Core 4 Any Science with a lab</td>
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<tr>
<td>ANY</td>
<td>Core 5 Social/Behavioral Science</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>M115</td>
<td>Probability &amp; Linear Math or higher</td>
<td>3</td>
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<tr>
<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>NASX 110</td>
<td>Indigenous Humanities</td>
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<tr>
<td>LIT 270</td>
<td>Film as Literature</td>
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<td>NASX/LS279</td>
<td>Advanced Research Methods</td>
<td>3</td>
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<td>ANY</td>
<td>Core 8 100 level LIBERAL STUDIES elective</td>
<td>3</td>
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<tr>
<td>ANY</td>
<td>Core 8 200 level LIBERAL STUDIES elective</td>
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<td>LIT 201</td>
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<td>WRIT 201</td>
<td>Advanced College Writing</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ANY</td>
<td>Core 8 100 level LIBERAL STUDIES elective</td>
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<td>ANY</td>
<td>Core 8 200 level LIBERAL STUDIES elective</td>
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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
The Piikani Studies & Language Associate Degree prepares students for bachelor study in Native American Studies, Education, Law, or Philosophy. Every student in Piikani Studies & Language will experience the growth of their Piikani knowledge and critical thought through writing, reading, enriched discussions, and verbal and written analysis.

The Piikani Studies & Language Department offers educational experiences and a curriculum to immerse students in Piikani history, culture, language, oral tradition, and thought. Students will gain fundamental knowledge of what it means to be Piikani, and how the Piikani interacted with their environment and other Native and non-Native peoples. Piikani Studies & Language is the most unique aspect of Blackfeet Community College that can provide a level of identity like nowhere else in the world.

Completion of the Piikani Studies & Language Degree gives genuine validity to students seeking the Montana Class 7 Certification for American Indian Language & Cultural Specialist. Completion of nine credits in the Piikani Language courses fulfills University of Montana’s Modern & Classical Languages & Literatures (MCLL) requirement for a four-year degree.

The Learning Outcomes from the Associate of Arts in Piikani Studies & Language are as follows:

- Develop critical writing, reading, thinking, and verbal communication skills enhanced with 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 habits for research that promote ethical, systematic, and objective practices
# PIKANI STUDIES & LANGUAGE

**2018 - 2020 | Associate of Arts (AA) Degree Program**

**Division of** Humanities  
**Division Chair:** Iva Croff, MIS  
**Instructors:** Shelly Eli MA, Iva Croff  
**Administrative Assistant Ext. 2286**

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## FIRST SEMESTER

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<th>Course code</th>
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<th>Credits</th>
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<tr>
<td>TCC 101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
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<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
<td>3</td>
<td>Every</td>
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<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
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<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
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<td>NASX/LS 110</td>
<td>Indigenous Humanities</td>
<td>3</td>
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<td>Every</td>
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<tr>
<td>NASX 142</td>
<td>Intermediate Piikani Language</td>
<td>3</td>
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<tr>
<td>NASX/PHIL 231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
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<td>NASX/LIT 240</td>
<td>Intro to Native American Literature</td>
<td>3</td>
<td>Fall</td>
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<td>NASX/LS 279</td>
<td>Advanced Research Methods</td>
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<td>Fall</td>
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<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Every</td>
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<td>M 115</td>
<td>Probability &amp; Linear Math or higher</td>
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<tr>
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<td>Advanced College Writing</td>
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<td>PKNI/NASX 229</td>
<td>History of the Piikani (1888-1978)</td>
<td>3</td>
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<td>ANY</td>
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<td>3</td>
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<td>ANY</td>
<td>Core 8 PIKANI STUDIES &amp; LANGUAGE elective</td>
<td>3</td>
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ACCOUNTING

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Business & Information Technology
Division Chair: Zana McDonald, BS/MBA Candidate
Instructors: Charles Archambault, MBA
Administrative Assistant Ext. 2611

The Accounting Associate of Science (AS) degree is designed to prepare students for various career opportunities in accounting. Emphasis is placed on accounting procedures and generally accepted accounting principles. This program is intended to provide a foundation on which the graduate can build an accounting career through expanded experiences and/or further education. The program will provide the student with the intellectual foundations necessary to contribute effectively and efficiently to a global business environment. The AS Accounting Degree provides for the student that wishes to further their education and complete a bachelor degree. The curriculum is designed to preserve the culture and heritage of the Blackfeet People relative to accounting by integration of cultural concepts in the course of study.

The Learning Outcomes from the Associate of Science in Accounting are as follows:

- Demonstrate the ability to identify key issues, research relevant data, and propose possible solutions for accounting and taxation issues encountered.

- Practice within the professional, ethical, and legal parameters of the accounting profession.

- Practice communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.
# Accounting

## 2018 - 2020 | Associate of Science (AS) Degree Program

**Division of Business & Information Technology**  
**Division Chair:** Zana McDonald, BS/MBA Candidate  
**Instructors:** Charles Archambault, MBA  
**Administrative Assistant Ext. 2611**

### First Semester  
<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 101</td>
<td>First Year Seminar : Critical Thinking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CAPP 120</td>
<td>Intro to Computers &amp; MS Office</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ACTG 201</td>
<td>Financial Accounting</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
<td>3</td>
<td>Every</td>
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</table>

### Second Semester  
<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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<tbody>
<tr>
<td>ACTG 180</td>
<td>Payroll Accounting</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>ANY</td>
<td>Core 5 Social &amp; Behavioral Science</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ACTG 202</td>
<td>Managerial Accounting</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 4 Any Science without a Lab</td>
<td>3</td>
<td>Every</td>
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</table>

### Third Semester  
<table>
<thead>
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<th>Course code</th>
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<tbody>
<tr>
<td>ACTG 205</td>
<td>Computerized Accounting</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>M 115</td>
<td>Probability &amp; Linear Math</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ACTG 215</td>
<td>Foundations of Government Not for Profit Accounting</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ECNS 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>ANY</td>
<td>Core 4 Any Science with a Lab</td>
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### Fourth Semester  
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<tbody>
<tr>
<td>ACTG 211</td>
<td>Income Tax Fundamentals</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ECNS 217</td>
<td>Economic Development on Indian Reservations</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>BGEN 235</td>
<td>Business Law</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

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

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Business & Information Technology
Division Chair: Zana McDonald, BS/MBA Candidate
Instructors: Raymond Montoya, MBA
Administrative Assistant Ext. 2611

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 development of "soft skills" such as business etiquette, emotional 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.

The Learning Outcomes from the Associate of Science in Business Management 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 an 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 first time supervisor through middle management to executive levels.
# BUSINESS MANAGEMENT

**2018 - 2020 | Associate of Science (AS) Degree Program**

Division of Business & Information Technology  
Division Chair: Zana McDonald, BS/MBA Candidate  
Instructors: Raymond Montoya, MBA  
Administrative Assistant Ext. 2611

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>15 CREDITS</th>
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</thead>
<tbody>
<tr>
<td><strong>Course code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>TCC 101</td>
<td>First Year Seminar: Critical Thinking</td>
</tr>
<tr>
<td>BGEN 105</td>
<td>Intro to Business</td>
</tr>
<tr>
<td>BGEN 110</td>
<td>Applied Business Leadership</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
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<th>15 CREDITS</th>
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<tr>
<td><strong>Course code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
</tr>
<tr>
<td>BGEN 112</td>
<td>Creative Problem Solving</td>
</tr>
<tr>
<td>BFIN 205</td>
<td>Personal Finance</td>
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<tr>
<td>BGEN 235</td>
<td>Business Law</td>
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<tr>
<td>CAPP 251</td>
<td>Advance MS Office</td>
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<tr>
<th>THIRD SEMESTER</th>
<th>16 CREDITS</th>
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<tbody>
<tr>
<td><strong>Course code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>ACTG 201</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>ECNS 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 4 Any Science with Lab</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
</tr>
<tr>
<td>M 115</td>
<td>Probability or Linear Math</td>
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<th>FOURTH SEMESTER</th>
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<tbody>
<tr>
<td><strong>Course code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>ACTG 202</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Into to Statistics</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 5 PSYX 100 or SOCI 101</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 6 FILM 103, LIT 110 or MUS 130</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 4 Any Science without a Lab</td>
</tr>
</tbody>
</table>

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.  
*The academic map may vary for students who need college prep courses or who have earned prior academic credits.
The BCC Elementary Education program prepares students for Montana K – 8 Teacher Certification and/or employment as Educator. The curriculum, pedagogy, and learning environment provides authentic and experiential learning opportunities to provide a comprehensive development for pre-service educators. Students engage in inquiry, develop critical thinking strategies, solve complex problems, practice what they’ve learned, and build effective communication skills. The focus of our paradigm is the Native American Indigenous world view emphasizing concepts unique to the Piikuni Tribal Nation. Graduates may complete their Bachelor of Science degree at the BCC 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 a total of 64 credits. Students must maintain a 3.0 grade point average to remain in the Teacher Education program.

The Learning Outcomes from the Associate of Arts in Elementary Education 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

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Education
Division Chair: Dee Hoyt Ms. Ed
Instructors: Vacant

Administrative Assistant Ext. 2320

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>16 CREDITS</th>
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<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
</tr>
<tr>
<td>ECP 100</td>
<td>CPR, AED &amp; First Aid for Childcare Providers</td>
</tr>
<tr>
<td>EDU 202</td>
<td>Introduction to Education with Field Placement</td>
</tr>
<tr>
<td>EDU 211</td>
<td>Cultural Diversity Community &amp; Global</td>
</tr>
<tr>
<td>EDU 109</td>
<td>Piikani Art PK – 8</td>
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<tr>
<td>M 117</td>
<td>Math for Education Majors</td>
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<td>WRIT 101</td>
<td>College Writing</td>
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<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
</tr>
<tr>
<td>HSTA 255</td>
<td>Montana History</td>
</tr>
<tr>
<td>EDU 190</td>
<td>Cultural Teaching Methods</td>
</tr>
<tr>
<td>EDU 240</td>
<td>Motivation &amp; Classroom Management Strategies</td>
</tr>
<tr>
<td>SCI 213</td>
<td>Earth &amp; Sky</td>
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<tr>
<td>EDU 270</td>
<td>Instructional Technology</td>
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<thead>
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<th>16 CREDITS</th>
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</thead>
<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
</tr>
<tr>
<td>M 132</td>
<td>Numbers and Operations for Elementary School Teachers</td>
</tr>
<tr>
<td>SCI 212</td>
<td>Physical and Life Science</td>
</tr>
<tr>
<td>EDU 233</td>
<td>Literacy, Language and Text</td>
</tr>
<tr>
<td>EDU 150</td>
<td>Piikani Singing, Dance, and Drama PK-8</td>
</tr>
<tr>
<td>HEE 223</td>
<td>Personal Community School and Health Issues</td>
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<th>FOURTH SEMESTER</th>
<th>16 CREDITS</th>
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<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Children to Young Adult Literature</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1888)</td>
</tr>
<tr>
<td>HEE 251</td>
<td>Instructional Strategies in Physical Education PK-8</td>
</tr>
<tr>
<td>M 133</td>
<td>Geometry and Geometric Measurements for Elementary School Teachers</td>
</tr>
<tr>
<td>EDU 222</td>
<td>Educational Psychology and Child Development</td>
</tr>
<tr>
<td>EDU 290</td>
<td>Teacher Prep Work Sample</td>
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</tbody>
</table>

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
The Environmental Science and Natural Resource Associate of Science programs focus on Environmental and Natural Resources Management. The program is designed to meet the needs of tribal, state, and federal environmental laws and enforcement. The curriculum is also intended to educate students in the management and protection of natural resources and the environment.

The Learning Outcomes from the Associate of Science in Environmental Science 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 the environment

- To prepare students for working with, and within, public and private agencies responsible for the management and protection of the natural resources and the environment
# Environmental Science

## 2018 - 2020 | Associate of Science (AS) Degree Program

**Division of Math and Science**  
**Division Chair:** Betty Henderson-Matthews  
**Instructors:** Pam Atkins, Shannon Salois, Noel Stewart, Jim Polk  
Crystal Old Chief, Administrative Assistant Ext. 2812

**First Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>TCC 101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>BIOB 101</td>
<td>Discovery Biology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BIOB 102</td>
<td>Discover Biology: Lab</td>
<td>1</td>
<td>Fall</td>
</tr>
<tr>
<td>SCI 150</td>
<td>Scientific Wonders of Glacier National Park</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NAT 105</td>
<td>Introduction to Natural Resources (OR)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ENSC 105</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
<td>Fall</td>
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**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 122</td>
<td>Introduction to General Chemistry Lab</td>
<td>1</td>
<td>Every</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of Piikani (1700 - 1888)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ANY</td>
<td>Science Course</td>
<td>3</td>
<td>Spring</td>
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**Third Semester**

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOB 160</td>
<td>Principles of Living Systems</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BIOB 161</td>
<td>Principles of Living Systems Lab</td>
<td>1</td>
<td>Fall</td>
</tr>
<tr>
<td>FORS 250</td>
<td>Introduction to GPS/GIS</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra (OR)</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>M 115</td>
<td>Probability &amp; Linear Math</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Fall</td>
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**Fourth Semester**

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>BIOB 170</td>
<td>Principles of Biological Diversity</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BIOB 171</td>
<td>Principles of Biological Diversity Lab</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>SCI 295</td>
<td>Introduction to Scientific Research &amp; Writing</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ANY</td>
<td>Science Course</td>
<td>3</td>
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<tr>
<td>ANY</td>
<td>Science Course</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

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

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Math and Science
Division Chair: Betty Henderson- Matthews
Instructors: Dr, Katharine Mann, Noel Stewart
             Crystal Old Chief, Administrative Assistant Ext. 2812

Health Science encompasses a variety of sub-disciplines all of which relate to the application of science to health. Healthcare is delivered through a diversity of health field professions. A major in Health Science seeks to educate and enhance students pursuing a career in health fields. The intent of the degree is to offer students a pre-professional plan that prepare students for higher education or training.

The Learning Outcomes from the Associate of Science in Health Science 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 of 'science concepts' in health fields that lead to potential professional careers

• Incorporate general understanding and knowledge of health and apply it to everyday life
# HEALTH SCIENCE

*2018 - 2020 | Associate of Science (AS) Degree Program*

**Division of Math and Science**  
**Division Chair:** Betty Henderson-Matthews  
**Instructors:** Pam Atkins, Noel Stewart  
Crystal Old Chief, Administrative Assistant Ext. 2812

## First Semester  
**16 Credits**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AHMS 144</td>
<td>Medical Terminology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BIOB 101</td>
<td>Discover Biology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>BIOB 102</td>
<td>Discover Biology Lab</td>
<td>1</td>
<td>Fall</td>
</tr>
<tr>
<td>SCI 150</td>
<td>Scientific Wonders of Glacier National Park</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>TCC 101</td>
<td>First Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 6 Humanities</td>
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<td>Fall</td>
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## Second Semester  
**17 Credits**

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<th>Course Title</th>
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<tr>
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<td>Basic Human Biology</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>BIOH 105</td>
<td>Basic Human Biology Lab</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 122</td>
<td>Introduction to General Chemistry Lab</td>
<td>1</td>
<td>Every</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
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## Third Semester  
**16 Credits**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>BIOH 201</td>
<td>Human Anatomy and Physiology I</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>BIOH 202</td>
<td>Human Anatomy and Physiology I Lab</td>
<td>1</td>
<td>Fall</td>
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<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Nutrition</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>Every</td>
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## Fourth Semester  
**18 Credits**

<table>
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<tr>
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<tbody>
<tr>
<td>BIOH 211</td>
<td>Human Anatomy and Physiology II</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>BIOH 212</td>
<td>Human Anatomy and Physiology II Lab</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>BIOM 250</td>
<td>Microbiology for Health Science</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BIOM 251</td>
<td>Microbiology for Health Science Lab</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>SCI 295</td>
<td>Introduction to Scientific Research and Writing</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
<td>3</td>
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<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>4</td>
<td>Spring</td>
</tr>
</tbody>
</table>

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
The Tribal Legal Studies A.S. Degree is designed to prepare students for a career as a Tribal Legal Advocate. Students will develop the skills necessary for legal research and writing; gain an understanding of the basics of federal, state and tribal law; gain an understanding of Native American legal issues; and gain hands-on experience through experiential learning. In addition, students will study the Blackfeet Tribal Code to help prepare them to pass the tribal bar exam. This curriculum is designed to preserve the cultural traditions and heritage of the Blackfeet People through integration of the Blackfeet world view.

The Learning Outcomes from the Associate of Science in Human Services - Criminal Justice - Legal Studies are as follows:

- To develop knowledge and skills related to tribal, state and federal court systems, as well as civil and criminal jurisdictions.

- To develop effective written and verbal skills to accurately and appropriately read and convey information.

- To apply knowledge and skills critically in the context of living and/or assisting with tribal legal services, specifically as it relates to tribal law, tribal courts and tribal communities.
HUMAN SERVICES-CRIMINAL JUSTICE-LEGAL STUDIES

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant Ext. 2234

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
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<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
</tr>
<tr>
<td>CJUS101</td>
<td>Introduction to Law &amp; Blackfeet Legal Studies</td>
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<tr>
<td>CAS145</td>
<td>Addiction Studies</td>
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<td>TCC101</td>
<td>First Year Seminar: Critical Thinking</td>
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<td>WRIT101</td>
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<td>Course Title</td>
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<tr>
<td>CJUS121</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>NASX276</td>
<td>Federal Indian Policy &amp; Government</td>
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<tr>
<td>M115</td>
<td>Probability &amp; Linear Math/Higher</td>
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<td>ANY</td>
<td>Core 4 Math &amp; Science, Science w/o Lab</td>
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<tr>
<td>PKNI129</td>
<td>History of the Piikani (1700-1888)</td>
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<tbody>
<tr>
<td>Course code</td>
<td>Course Title</td>
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<tr>
<td>CJUS180</td>
<td>Blackfeet Law &amp; Order Code Training</td>
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<tr>
<td>CJUS140</td>
<td>Tribal Criminal Law &amp; Procedure</td>
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<tr>
<td>PSYX240</td>
<td>Abnormal Psychology</td>
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<td>ANY</td>
<td>Core 6 Humanities</td>
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<tr>
<td>NASX141</td>
<td>History &amp; Foundations of Piikani Language</td>
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<tr>
<th>FOURTH SEMESTER</th>
<th>16 CREDITS</th>
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<td>CJUS286</td>
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<td>Core 4 Math &amp; Science (Science w/Lab)</td>
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<tr>
<td>COMX111</td>
<td>Speech: Development of Public Speaking</td>
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Suggested course of study-please see advisor

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

*The academic map may vary for students who need college prep courses or who have earned prior academic credits
HYDROLOGY TECHNICIAN (IF FUNDED)

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Math / Science
Division Chair : Betty Henderson-Matthews
Instructors : Pam Atkins, Noel Stewart,
Crystal Old Chief, Administrative Assistant Ext. 2812

This program provides students with the entry level skills for a career in hydrology. Hydrologic Technicians work closely with Professional Hydrologists and or Professional Engineers. The value of the Hydrologic Technicians degree to the hydrology profession is demonstrated every day as they collect data in all weather conditions and environments, ensures the proper collection of more uniform and reliable data. It also helps follow proper quality assurance procedures. Hydrology Technicians or aid in Engineering, earth, physical, or natural science, forestry, soil conservation, or surveying.

The Learning Outcomes from the Associate of Science in Hydrology Technician are as follows:

• To understand the major theories and practices of Hydrology.

• To be able to demonstrate a basic understanding of essential technical and computational skills in surface and ground water quantification and quality.

• Knowledge of the basic principles of hydrological processes sufficient enough to evaluate data, collected for accuracy; determine variances, and applicability of data to meet organizational hydro logical goals and objectives.
## HYDROLOGY TECHNICIAN (IF FUNDED)

### 2018 - 2020 | Associate of Science (AS) Degree Program

**Division of Math and Science**

**Division Chair:** Betty Henderson-Matthews  
**Instructors:** Pam Atkins, Noel Stewart  
Crystal Old Chief, Administrative Assistant Ext. 2812

### First Semester | 16 Credits

<table>
<thead>
<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction of Sociology</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ENSC 220</td>
<td>Surface Water Hydrology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>FORS 250</td>
<td>Introduction to GPS/GIS</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra or Higher</td>
<td>3</td>
<td>Every</td>
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### Second Semester | 16 Credits

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<td>ENSC 270</td>
<td>Water Quality Monitoring</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>B101</td>
<td>Discover Biology</td>
<td>3</td>
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<td>BIOB 102</td>
<td>Discover Biology Lab</td>
<td>1</td>
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<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>GEO 101</td>
<td>Introduction to Physical Geology</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ENSC 272</td>
<td>Water Resources</td>
<td>3</td>
<td>Spring</td>
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### Third Semester | 16 Credits

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<tbody>
<tr>
<td>TCC 101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>SCI 150</td>
<td>Scientific Wonders of Glacier National Park</td>
<td>1</td>
<td>Fall</td>
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<tr>
<td>EGEN 105</td>
<td>Introduction to Engineering</td>
<td>3</td>
<td>Fall</td>
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<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 122</td>
<td>Introduction to General Chemistry</td>
<td>1</td>
<td>Every</td>
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### Fourth Semester | 15 Credits

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<tbody>
<tr>
<td>ENSC 243</td>
<td>Introduction to Soils</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>SCI 295</td>
<td>Introduction to Science Research &amp; Writing</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>FORS 251</td>
<td>GIS II &amp; III</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>MUS 130</td>
<td>History of Rock &amp; Roll</td>
<td>3</td>
<td>Every</td>
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</tbody>
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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.
The curriculum for Pre-Engineering is designed to prepare students to transfer to a four-year institution to pursue a Bachelor's Degree in an engineering/math field of study. The goal of the Pre-Engineering program will be to give the student a solid foundation in mathematics, physics, and the scientific skills necessary to be successful in any engineering/math program.

The Learning Outcomes from the Associate of Science in Pre-Engineering are as follows:

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

**2018 - 2020 | Associate of Science (AS) Degree Program**

**Division of Math and Science**

**Division Chair:** Betty Henderson-Mathews  
**Instructors:** Jim Polk  
Crystal Old Chief, Administrative Assistant Ext. 2812

### Curriculum for Pre-Engineering

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

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

The Learning Outcomes from the Associate of Science in Pre-Engineering are as follows:

### First Semester

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<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>TCC 101</td>
<td>First Year Seminar: Critical Thinking</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 122</td>
<td>Introduction to General Chemistry Lab</td>
<td>1</td>
<td>Every</td>
</tr>
<tr>
<td>EGEN 105</td>
<td>Introduction to Engineering</td>
<td>3</td>
<td>Fall</td>
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### Second Semester

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<tr>
<td>M 151</td>
<td>Pre-Calculus</td>
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<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700 - 1888)</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>SCI 295</td>
<td>Introduction to Scientific Research and Writing</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ANY</td>
<td>Elective</td>
<td>3</td>
<td>Every</td>
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### Third Semester

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<td>Calculus I</td>
<td>4</td>
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<td>Fundamentals of Physics w/ Calculus I</td>
<td>3</td>
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</tr>
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<td>PHSX 216</td>
<td>Fundamentals of Physics Lab w/ Calculus I</td>
<td>1</td>
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<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>FORS 250</td>
<td>Introduction to GPS/GIS</td>
<td>4</td>
<td>Fall</td>
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<td>ANY</td>
<td>Elective</td>
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### Fourth Semester

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<tr>
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<td>PHSX 217</td>
<td>Fundamentals of Physics w/ Calculus II</td>
<td>3</td>
<td>Spring</td>
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<td>PHSX 218</td>
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<td>ANY</td>
<td>Core 6 Humanities</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
<td>3</td>
<td>Every</td>
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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
NURSING/ASN

2018 - 2020 | Associate of Science (AS) Degree Program

Division of Nursing
Division Chair : Keith McDivitt MSN, BSN, RN
Instructors : Melissa Gordon BSN, RN, Rayola Grant BSN, RN
Katherine Schmid BSN, RN

Blackfeet Community College Nursing Program prepares entry-level registered nurses (RNs) as providers of care across the health/illness continuum and as members of the nursing profession. The nursing program will give individuals the necessary competencies, cultural and clinical practices required for safe, effective, holistic nursing. The faculty promotes the growth and development of students into safe, caring, and professional nurses with accountability for actions based on theory, critical reasoning, evidence-based practice, and effective communication to meet the challenge of continued changes in the health care environment. Not only will the graduates of BCC serve the Blackfeet Nation and communities across Montana, they will also be prepared to work in healthcare settings across the country. Graduates are eligible to take the National Council Licensure Examination- Registered Nurse (NCLEX).

The Learning Outcomes from the Associate of Science in Nursing are as follows:

• Patient-Centered Care (IOM 1, QSEN 1, BSN 7) - Develops and leads programs of health promotion and disease prevention with an emphasis on the Blackfeet Nation, that is cost effective, comprehensive and coordinated. Engages patient and families as partners in evidenced-based, ethical care, while respecting individual preference.

• Evidence-Based Care (IOM 3, QSEN 3, BSN 3) - Analyzes and integrates current research findings, expert opinion, clinical reasoning, and patient preferences in developing and implementing culturally centered plan of care

• Interdisciplinary Care (IOM 2, QSEN 2, BSN 6) - Promotes and leads cooperation, coordination, and communication among team members, patients, the Blackfeet Nation and communities across Montana, to improve quality and enhance patient safety.

• Quality Improvement (IOM 4, QSEN 4, BSN 2 & 5) - Provides ongoing assessment and analysis of patients and systems with the goal of providing the highest level of patient care and outcomes.

• Informatics or Information Technology (IOM 5, QSEN 5, BSN 4) - Demonstrates the ability to utilize technology to gather and analyze data, manage information, and improve communication among team members and across systems to support clinical decisions.
# NURSING/ASN

## 2018 - 2020 | Associate of Science (AS) Degree Program

**School of Nursing**
Division Chair: Keith McDivitt MSN, BSN, RN
Instructors: Melissa Gordon BSN, RN, Rayola Grant BSN, RN
Katherine Schmid BSN, RN
Administrative Assistant Ext. 2313

### FIRST SEMESTER | 14 CREDITS

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<td>3</td>
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<td>Human Anatomy and Physiology I Lab</td>
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<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>CHMY 121</td>
<td>Introduction to General Chemistry</td>
<td>3</td>
<td>Every</td>
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<td>CHMY 122</td>
<td>Introduction to General Chemistry Lab</td>
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### SECOND SEMESTER | 14 CREDITS

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<td>Human Anatomy and Physiology II</td>
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<td>BIOM 250</td>
<td>Microbiology for Health Science</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>BIOM 251</td>
<td>Microbiology for Health Science Lab</td>
<td>1</td>
<td>Spring</td>
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<tr>
<td>PKNI 129</td>
<td>Piikani History (1700-1888)</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>Every</td>
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### THIRD SEMESTER | 14 CREDITS

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<td>Nursing Pharmacology</td>
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<td>NRSG 232</td>
<td>Foundations of Nursing</td>
<td>3</td>
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<td>NRSG 233</td>
<td>Foundations of Nursing Lab</td>
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<td>Fall</td>
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<tr>
<td>PSYX 100</td>
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<td>Pathophysiology</td>
<td>3</td>
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<td>NRSG 234</td>
<td>Adult Nursing I</td>
<td>3</td>
<td>Spring</td>
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<td>NRSG 235</td>
<td>Adult Nursing I Clinical</td>
<td>2</td>
<td>Spring</td>
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<td>NRSG 236</td>
<td>Health and Illness of Maternal Nursing</td>
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<tr>
<td>NRSG 237</td>
<td>Health and Illness of Maternal Nursing Clinical</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>PKNI 101</td>
<td>Piikani Language for Healthcare Professionals</td>
<td>1</td>
<td>Spring</td>
</tr>
</tbody>
</table>

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

**All nursing prerequisites must be completed with a minimum of a "B" to be successful.

***Courses may only be repeated once to be eligible to apply to the nursing program.
# NURSING/ASN

## 2018 - 2020 | Associate of Science (AS) Degree Program

**School of Nursing**  
**Division Chair:** Keith McDivitt MSN, BSN, RN  
**Instructors:** Melissa Gordon BSN, RN, Rayola Grant BSN, RN  
Katherine Schmid BSN, RN  
Administrative Assistant Ext. 2313

### FIFTH SEMESTER  
12 CREDITS

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NRSG 244</td>
<td>Adult Nursing II</td>
<td>3</td>
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</tr>
<tr>
<td>NRSG 245</td>
<td>Adult Nursing II Clinical</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td>NRSG 254</td>
<td>Mental Health Concepts</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NRSG 255</td>
<td>Mental Health Concepts Clinical</td>
<td>1</td>
<td>Fall</td>
</tr>
<tr>
<td>NRSG 246</td>
<td>Health and Illness of Child and Family Nursing</td>
<td>2</td>
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<tr>
<td>NRSG 247</td>
<td>Health and Illness and Family Nursing Clinical</td>
<td>1</td>
<td>Fall</td>
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### SIXTH SEMESTER  
10 CREDITS

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<tbody>
<tr>
<td>NRSG 259</td>
<td>Adult Nursing III</td>
<td>3</td>
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<tr>
<td>NRSG 250</td>
<td>Adult Nursing III Lab</td>
<td>1</td>
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<td>NRSG 261</td>
<td>Adult Nursing III Clinical</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>NRSG 266</td>
<td>Managing Client Care for the RN</td>
<td>2</td>
<td>Spring</td>
</tr>
<tr>
<td>NRSG 267</td>
<td>Managing Client Care for the RN Clinical</td>
<td>2</td>
<td>Spring</td>
</tr>
</tbody>
</table>

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*  
**All nursing prerequisites must be completed with a minimum of a "B" to be successful.*  
***Courses may only be repeated once to be eligible to apply to the nursing program.***
The AAS: Early Childhood Education Degree prepares students with skills to work with children from birth through age eight in a learning environment which includes family, home and community. The students will have the opportunity to interact with students, peers and professionals in an educational learning environment.

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

Students majoring in the Early Childhood Education program, must complete the 25-General Core and 37 Core-7 credits (listed on the Academic Map). A total of 62 credits.

The Learning Outcomes from the Associate of Applied Science in Early Childhood Education are as follows:

- Physical, Cognitive, and Social-Emotional development of young children

- Piikani Language, History, and culture in Early Childhood Education

- Effective Instruction, Planning and Assessment
# EARLY CHILDHOOD EDUCATION

## 2018 - 2020 | Associate of Applied Science (AAS) Degree Program

**Division of Education**  
**Division Chair**: Dee Hoyt Ms. Ed  
**Instructors**: Anna Ollinger BS. Early Childhood Education & Child Services  
Administrative Assistant Ext. 2320

### First Semester  
<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>EDEC108</td>
<td>Intro to Early Childhood Eduction &amp; Placement</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 109</td>
<td>Piikani Art - PK-8</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>M117</td>
<td>Math for Education Majors</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>TCC101</td>
<td>First Year Seminar - Critical Thinking</td>
<td>3</td>
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### Second Semester  
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<tbody>
<tr>
<td>VOC101</td>
<td>Employee/Employer Relations</td>
<td>3</td>
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<tr>
<td>EDEC135</td>
<td>Early Literacy &amp; Language (0-8 years)</td>
<td>3</td>
<td>Spring</td>
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<td>EDEC210</td>
<td>Meeting the Needs of Families</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>COMX102</td>
<td>Interpersonal Skills in the Workplace</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1888)</td>
<td>3</td>
<td>Every</td>
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### Third Semester  
<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HEE223</td>
<td>Personal, Community, School, and Health Issues</td>
<td>3</td>
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<tr>
<td>EDEC273</td>
<td>Early Childhood Curriculum &amp; Environments I</td>
<td>4</td>
<td>Fall</td>
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<tr>
<td>EDEC247</td>
<td>Child &amp; Adolescent Growth &amp; Development</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDEC230</td>
<td>Positive Child Guidance</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC249</td>
<td>Infant &amp; Toddler Group Care</td>
<td>4</td>
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### Fourth Semester  
<table>
<thead>
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<th>Course code</th>
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<tbody>
<tr>
<td>SCI213</td>
<td>Earth &amp; Sky</td>
<td>4</td>
<td>Spring</td>
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<tr>
<td>EDEC240</td>
<td>Indigenous Practicing Inclusion</td>
<td>3</td>
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</tr>
<tr>
<td>EDEC265</td>
<td>Leadership &amp; Professionalism</td>
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<tr>
<td>EDEC275</td>
<td>Early Childhood Integrated Curriculum &amp; Environments II</td>
<td>4</td>
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<tr>
<td>ECP100</td>
<td>CPR, AED &amp; First Aid for Child Care Providers</td>
<td>1</td>
<td>Every</td>
</tr>
</tbody>
</table>

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
The Agri-Business One-Year Certificate will provide students with methods, theories and knowledge in the Business and Agricultural emphasis. The knowledge and skill sets gained are for 1. The expansion and goal to be a successful Agri-Business person on the Blackfeet Reservation, and 2. To gain the knowledge and skills needed to apply for USDA Agricultural positions of employment on or near the Blackfeet Reservation.

The Learning Outcomes for the Agri-Business One-Year Certificate are as follows:

- Students will become familiar and comfortable with USDA Loan and Programs, plus be able to fill out applications, reports and paperwork. A business plan will be done and a variety of problems in the agri-business will be identified and solved.

- Students will gain insight and knowledge on the Tribal Leasing process. Students will be able to identify the components of the agriculture and business aspects of Agri-Business.

- Student will gain the skill set required to apply for USDA Agriculture positions of employment.
<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>15 CREDITS</th>
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<tr>
<td>BMGT 190</td>
<td>Resources in Agriculture</td>
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<tr>
<td>M</td>
<td>Any Math (Higher than 100)</td>
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<tr>
<td>WRIT</td>
<td>Any Writing (Higher than 100)</td>
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<tr>
<td>VOC 101</td>
<td>Employer/Employee Relations</td>
</tr>
<tr>
<td>CAPP 120</td>
<td>Intro to Computers &amp; MS Office (or Higher)</td>
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<td>Course Title</td>
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<tr>
<td>BMGT 248</td>
<td>Entrepreneurship</td>
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<tr>
<td>SCI</td>
<td>Any Science, Natural Resource or Biology Courses</td>
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<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
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<td>BFIN 205</td>
<td>Personal Finance</td>
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<tr>
<td>ECNS 217</td>
<td>Economic Development on Indian Reservations</td>
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The purpose of the one-year Early Childhood Development Certificate is to enhance the quality of the childcare by defining, evaluating, and recognizing the competence of the childcare providers and home visitor. Students will become knowledgeable and skilled professional teachers of young children through integration of study and experience. Early Childhood Development (ECD) one-year certificate program can be used to meeting the National Credentialing Program Child Development Associate (CDA) requirements; 480 clock hours of field experience and 120 hours of seminar professional education instruction. Students will have hands on training to complete and present their CDA Portfolio, the 6 Competency goals and 13-Functional areas. (ECD) One-Year Certificate transfers into an AAS Early Childhood Education Degree. The CDA is a requirement for the Blackfeet Head Start, Blackfeet Childcare Center and Browning Public School Childcare. Earning a CDA, helps make students more employable for our community.

The Learning Outcomes for the Early Childhood Development Certificate are as follows:

- Will advance your career and meet job requirements
- Understand developmentally appropriate practice
- Understanding the commitment of early childhood education
# EARLY CHILDHOOD DEVELOPMENT

## 2018 - 2020 | One Year Certificate Program

**Division of Education**  
**Division Chair:** Dee Hoyt MS.Ed  
**Instructors:** Anna Ollinger BS. Early Childhood Education & Child Services  
**Administrative Assistant Ext. 2320**

### FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
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<tbody>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>M117</td>
<td>Math for Education Majors</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>HEE223</td>
<td>Personal, Community, School, and Health Issues</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>PKN129</td>
<td>History of Piikani (1700-1888)</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>EDEC247</td>
<td>Child &amp; Adolescent Growth &amp; Development</td>
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### SECOND SEMESTER

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<tbody>
<tr>
<td>ECP100</td>
<td>CPR, AED &amp; First Aid for Childcare Providers</td>
<td>1</td>
<td>Every</td>
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<tr>
<td>EDEC108</td>
<td>Intro to Early Childhood Education &amp; Placement</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC210</td>
<td>Meeting the Needs of Families</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC249</td>
<td>Infant, Toddler group care</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC135</td>
<td>Early Literature and Language</td>
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<td>Spring</td>
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### THIRD SEMESTER

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### FOURTH SEMESTER

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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
GEOGRAPHICAL INFORMATION SYSTEMS (IF FUNDED)

2018 - 2020 | One Year Certificate Program

Division of Math / Science
Division Chair: Betty Henderson-Matthews
Instructors: Noel Stewart Pam Atkins
Crystal OldChief (Administrative Assistant)

This program provides students with the entry level skills for a career in GIS/GPS. This is a career Ladder certificate that can lead to an Associate of Science Hydrology Technician degree. A total of 30 credit hours are required for a One-Year Certificate in GIS/GPS. In order to achieve the one year certificate, a student must meet all General Education Core requirements, 1,3,4,5 (12 credits) and core 7 requirements (18 credits) in GIS/GPS.

The Learning Outcomes from the Geographical Informations System's Certificate are as follows:

- Ability to think spatially and perform spatial analysis on geographically referenced data.

- Collect, manipulate and manage data using geospatial equipment, techniques, and methods.

- Utilize basic Geographic Information Systems (GIS)
**GEOGRAPHICAL INFORMATION SYSTEMS (IF FUNDED)**

2018 - 2020 | One Year Certificate Program

**Division of Math / Science**

**Division Chair:** Betty Henderson-Matthews

**Instructors:** Noel Stewart Pam Atkins

**Administrative Assistant Ext. 2812**

<table>
<thead>
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<tr>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
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<tr>
<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
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<tr>
<td>M 121</td>
<td>College Algebra or Higher</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
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<tbody>
<tr>
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<td>Course Title</td>
</tr>
<tr>
<td>FORS 251</td>
<td>GIS II &amp; III</td>
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<td>FORS 260</td>
<td>Surveying and Maps</td>
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<td>FORS 265</td>
<td>Wildfire &amp; Fuels Modeling</td>
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<td>FORS 270</td>
<td>GIS Applications in Hydrology</td>
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<td>FORS 275</td>
<td>Remote Sensing</td>
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<table>
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<tr>
<td>Course code</td>
<td>Course Title</td>
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</table>

*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*
HUMAN SERVICES - BEHAVIORAL HEALTH AIDE
2018 - 2020 | One Year Certificate Program

Division of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant Ext. 2234

The Behavioral Health Aide 1-Year Certificate is a one year academic training program that includes both general education core courses and behavioral health courses that address the specific needs of the Blackfeet Reservation and other service areas. This program provides student basic skills and knowledge in behavioral health competencies. Students will earn "stackable credits" in courses that focus on improving behavioral health competencies of the incumbent worker, Peer Support Specialists, community helpers and continuing students. Stackable credits are easily transferred into BCC's Human Services Associate of Arts Degree.

The Learning Outcomes from the One Year Certificate in Human Services - Behavioral Health Aide are as follows:

• To develop knowledge and skills related to tribal, state and federal court systems, as well as civil and criminal jurisdictions.

• To develop effective written and verbal skills to accurately and appropriately read and convey information.

• To apply knowledge and skills critically in the context of living and/or assisting with tribal legal services, specifically as it relates to tribal law, tribal courts and tribal communities.
# HUMAN SERVICES - BEHAVIORAL HEALTH AIDE

## 2018 - 2020 | One Year Certificate Program

**Division of Human Services**  
**Division Chair:** Angela Johnson, MSEd  
**Instructors:** Crystal LaPlant, MSW/LAC - Mari King, MHS/Psychology  
Ilona Vaile, Administrative Assistant

Suggested course of study - meet with advisor

<table>
<thead>
<tr>
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<tr>
<td><strong>Course code</strong></td>
<td><strong>Course Title</strong></td>
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<tr>
<td>TCC101</td>
<td>First Year Seminar: Critical Thinking</td>
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<tr>
<td>WRIT101</td>
<td>College Writing</td>
</tr>
<tr>
<td>PSYX101 or SOCI101</td>
<td>Introduction to Psychology or Introduction to Sociology</td>
</tr>
<tr>
<td>HS280</td>
<td>Introduction to Counseling</td>
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<tr>
<td>ANY</td>
<td>Core 8 (See Advisor)</td>
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<table>
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<td><strong>Course code</strong></td>
<td><strong>Course Title</strong></td>
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<tr>
<td>ANY</td>
<td>Math (100 or higher)</td>
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<td>PKN1129 or NASX141</td>
<td>History of the Piikani or History &amp; Foundations Piikani Language</td>
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<tr>
<td>ANY</td>
<td>Core 8 (See Advisor)</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 8 (See Advisor)</td>
</tr>
<tr>
<td>ANY</td>
<td>Core 8 (See Advisor)</td>
</tr>
<tr>
<td>PSYX102 or PSYX103</td>
<td>Mental Health First Aid: Adults helping adults or Adults helping youth</td>
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<td><strong>Course code</strong></td>
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<tr>
<th>FOURTH SEMESTER</th>
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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*  
*The academic map may vary for students who need college prep courses or who have earned prior academic credits.*
HUMAN SERVICES - BLACKFEET LEGAL STUDIES (IF FUNDED)

2018 - 2020 | One Year Certificate Program

Division of Human Services
Division Chair: Angela Johnson, MSEd
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology
Ilona Vaile, Administrative Assistant Ext. 2234
Suggested Course of Study - Meet with Advisor

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

The Learning Outcomes from the One Year Certificate in Human Services - Blackfeet Legal Studies are as follows:

- To develop knowledge and skills related to tribal, state and federal court systems, as well as civil and criminal jurisdictions.

- To develop effective written and verbal skills to accurately and appropriately read and convey information.

- To apply knowledge and skills critically in the context of living and/or assisting with tribal legal services, specifically as it relates to tribal law, tribal courts and tribal communities.
**HUMAN SERVICES - BLACKFEET LEGAL STUDIES (IF FUNDED)**

**2018 - 2020 | One Year Certificate Program**

Division of Human Services  
Division Chair: Angela Johnson, MSEd  
Instructors: Crystal LaPlant, MSW/LAC and Mari King, MHS/Psychology  
Ilona Vaile, Administrative Assistant Ext. 2234  
Suggested Course of Study - Meet with Advisor

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
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<tr>
<td>Course code</td>
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<tr>
<td>TCC101</td>
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<td>CJUS101</td>
<td>Introduction to Law/Blackfeet Legal Studies</td>
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<tr>
<td>CJUS180</td>
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<tr>
<td>CJUS140</td>
<td>Tribal Criminal Law &amp; Procedure</td>
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<td>NAS276</td>
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<td>CJUS298</td>
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*If a course will be substituted a course substitution form must be completed, this includes all required signatures.*  
*The academic map may vary for students who need college prep courses or who have earned prior academic credits.*
This program provides students with the entry level skills for a career in hydrology. This is a career ladder certificate that can lead to an Associate of Science Hydrology: Technician Degree.

The Learning Outcomes from the Geographical Informations System’s Certificate are as follows:

- To understand the major theories and practices of Hydrology. To have the ability to read GIS/GPS navigation systems.

- To be able to demonstrate a basic understanding of essential technical and computational skills in surface and ground water quantification and quality.

- Knowledge of the basic principles of hydrologic processes sufficient enough to evaluate data, collected for accuracy; determine variances, and applicability of data to meet organizational hydraulic goals and objectives.
# HYDROLOGY TECHNICIAN AIDE (IF FUNDED)

## 2018 - 2020 | One Year Certificate Program

**Division of Math / Science**  
**Division Chair: Betty Henderson-Matthews**  
**Instructors: Noel Stewart Pam Atkins**  
**Administrative Assistant Ext. 2812**

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<tr>
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<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
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<tr>
<td>ENSC 220</td>
<td>Surface Water Hydrology</td>
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<td>M 121</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
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<td>FORS 250</td>
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<td>BIOC 101</td>
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<td>BIOC 102</td>
<td>Discover Biology w/lab</td>
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<td>ENSC 272</td>
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<td>GEO 101</td>
<td>Intro to Physical Geology</td>
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<td>ENSC 270</td>
<td>Water Quality Monitoring</td>
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<td>WRIT 101</td>
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RECORDS INFORMATION MANAGEMENT

2018 - 2020 | One Year Certificate Program

Division of Business & Information Technology
Division Chair: Zana McDonald, BS/MBA Candidate
Instructors: Alden Spoonhunter, BA
               Administrative Assistant Ext. 2611

Records Information Management 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 that must stay in compliance with regulations in regards to the United States government's records policy. National record association handbooks will be utilized as part of this curriculum. Along with the Records I and II classes, a Tribal Records course has been developed, which is the first of its kind for Tribal Colleges and Universities. The BCC students will study the first recorded documents with US government. The Tribal Records course begins with the Blackfoot Treaties and Agreements then progresses to Blackfeet Tribal current issues. Included are the records of the Elouise Cobell (Blackfeet) class action lawsuit against the United States for the mismanagement of trust funds. (RIM 1, RIM 11 and Tribal Records will be offered online by Spring of 2019.)

The Learning Outcomes from the Records Information Management One-Year Certificate are as follows:

- Students will code and arrange lists of personal, business and government names in proper order. Students will 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, specifically the boundaries of the Amskapi Pikuni (Blackfeet) Reservation and Rights guaranteed in those documents.
### RECORDS INFORMATION MANAGEMENT

**2018 - 2020 | One Year Certificate Program**

**Division of Business & Information Technology**  
**Division Chair: Zana McDonald, BS/MBA Candidate**  
**Instructors: Alden Spoonhunter, BA**  
**Administrative Assistant Ext. 2611**

#### FIRST SEMESTER

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<thead>
<tr>
<th>Course code</th>
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<tr>
<td>BMGT 112</td>
<td>Records Information Management I</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>M</td>
<td>Any Math (Higher than 100)</td>
<td>3</td>
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<tr>
<td>WRIT</td>
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<tr>
<td>VOC 101</td>
<td>Employer/Employer Relations</td>
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<tr>
<td>CAPP 120</td>
<td>Intro to Computers &amp; MS Office (or Higher)</td>
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#### SECOND SEMESTER

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<td>BMGT 118</td>
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<td>BFIN 205</td>
<td>Personal Finance</td>
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<td>COMX 111</td>
<td>Speech: Development of Public Speaking</td>
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#### THIRD SEMESTER

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#### FOURTH SEMESTER

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

ACTG 180 | Payroll Accounting | 3 Credits
Payroll is one of the primary modules within any computerized or manual accounting system. Upon completion, students have a working knowledge of how to set up payroll, prepare payroll and comply with state and federal laws. Payroll Topics including Federal and Montana state payroll tax law. The course includes study of workers’ compensation, independent contractor determination and registration, preparation of payroll, payroll tax returns and deposits, and annual information payroll returns. Students will also be exposed to federal law affecting payroll such as Fair Labor Standards Act, ADA, Family Medical Leave Act, Civil Rights Act, etc. and applicable Montana state laws.

ACTG 201 | Financial Accounting | 3 Credits
Course covers the complete accounting cycle including source documents, journalizing transactions, posting to ledgers, preparing worksheets and basic financial statements. This includes the income statement and balance sheet, end of period closing activities, and special journals for service and merchandising businesses. The accrual basis of accounting will be emphasized though other accounting methods will be addressed.

ACTG 202 | Managerial Accounting | 3 Credits
Prerequisite: ACTG 201
This course is a continuation of ACTG 201 which covers the accounting cycle for partnerships and corporations. Additional topics include statement of cash flow and financial analysis, and specialized accounting procedures for partnerships and corporations. Other topics include accounts receivable and uncollectible accounts, notes payable and notes receivable, plant assets and depreciation, partnership accounting, corporate organization, capital stock, taxes, dividends and bonds, statement of cash flows, financial statement analysis, and manufacturing accounting. A focus on managerial accounting is covered including cost analysis and decision making, job costing, process costing, capital budgeting, cost-volume-profit analysis, and variance analysis.

ACTG 205 | Computerized Accounting | 3 Credits
Prerequisite: ACTG 201
This course presents qualities in manual and computer accounting systems. Students will learn how to establish a system to give them more detailed information for decision-making. Internal controls to safeguard both assets and records will be emphasized.

ACTG 211 | Income Tax Fundamentals | 3 Credits
This tax course presents general concepts of the U.S. tax law and the various taxable entities. Tax formulas, filing requirements, components of gross income, and itemized deductions are presented. This course presents the foundation for preparation of 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 as required by the Federal Internal Revenue Services.

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. The course will cover basic accounting principles, reporting requirements, and budgeting for these organizations.

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

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

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

BFIN 205 | Personal Finance | 3 Credits
The student in this course will learn how to manage their personal finances by first accessing where they are and then learn techniques for becoming financially fit. The student will be able to set personal financial goals, understand
credit, credit reports, repair credit and how to access credit. Accessing credit is one of the necessities of being an entrepreneur. Understanding credit and being financially fit are a must for financing a small business, owning a home or planning for the future. Students will also gain knowledge on financial aid and the scholarship process. Students will examine the techniques of budgeting, investing, using credit, and purchasing capital goods. This class will provide guidance to individuals interested in learning basic financial investment skills, money and banking. Students will also gain knowledge of financial aid and the scholarship process.

**BGEN 105 | Introduction to Business | 3 Credits**
The course topics include nature of business enterprise, role of business in society, problems confronting business management, career opportunities in business, introduction to the world of business, examines capitalism, the economic environment, the types of business organizations, management, marketing, production, labor, financing, and business/governmental relations.

**BGEN 110 | Applied Business Leadership | 3 Credits**
Leadership for First Line Management. Study of the practice, roles, attributes, challenges, and principles of leadership. The implementation of the qualities of leadership – kindness, justice, self-control, and energy.

**BGEN 112 | Creative Problem Solving | 3 Credits**
The course teaches the application of the basic elements of reasoning to common business scenarios. The student will identify reasoning abilities that are necessary for developing management skills. The student will be introduced to the standards used in evaluating their reasoning, and a variety of case studies will be used to apply the concepts of the course.

**BGEN 220 | Business Ethics & Social Responsibility | 3 Credits**
Course content includes such topics as what is managerial ethics, analysis of ethical management, ethical dilemmas, criteria for ethical decision making, the individual manager and ethical choices, corporate social responsibility, organizational stakeholders, the green movement, evaluating corporate social responsibility, corporate social performance, managing corporate ethics

**BGEN 235 | Business Law | 3 Credits**
The course content covers such topics as understanding the legal environment, contracts and their structure, purchase, sale, and lease of goods under the UCC, negotiable instruments, agency, employment, and labor law, business organization and regulation, real and personal property, bailments, wills, estate planning, consumer and credit protection, and insurance.

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

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

**BIOB 160 | Principles of Living Systems | 3 Credits**
*Co-Requisite: BIOB 161*
This course covers the structure, function, and reproduction of cells, biological macromolecules, biochemical pathways, cell division, and basic principles of genetics, modern biotechnology, and major control mechanisms within the body.

**BIOB 161 | Principles of Living Systems Lab | 1 Credit**
*Co-Requisite: BIOB 160*
This course will practice scientific method while applying the principles of biology 160 lectures through laboratory exercises.

**BIOB 170 | Principles of Biological Diversity | 3 Credits**
*Co-Requisite: BIOB 171*
Examination of the diversity, evolution and ecology of life including eukaryotes, bacteria, viruses, Protista, fungi, plants, and animals and such ecological concepts as natural selection, ecosystems, energy relationships, cycles, population and communities.
BIOB 171 | Principles of Biological Diversity Lab | 1 Credit  
Co-Requisite: BIO 170  
Laboratory exercises will relate the principles of biology 170 lectures. Laboratory experience will include experimentation, microscope work, observation, and dissection.

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

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

BIOM 250 | Microbiology for Health Science | 3 Credits  
Co-Requisite: BIOM 251 | Pre-requisite: BIO 160 or BIOH 201  
The study of microorganisms: Major emphasis is on the structure, function, and behaviors of those organisms that are pathogens in humans, the diseases they cause, the immune system response to the disease, and the techniques used to identify and control the pathogens.

BIOH 104 | Basic Human Biology | 3 Credits  
Co-Requisite: BIOH 105 | Pre-Requisite: BIOB 101  
Explore the basic concepts, principles, and processes in human biology; the structure and function of the human body at the cellular and tissue levels, biochemical processes, physiological systems, genetics and metabolism.

BIOH 105 | Basic Human Biology Lab | 1 Credit  
Co-Requisite: BIOH 104 | Pre-Requisite: BIOB 102  
Lab exercises will coordinate with the course work for BIOH 104.

BIOH 201 | Human Anatomy and Physiology I | 3 Credits  
Co-Requisite: BIOH 202 | Pre-Requisite: BIO 104 or BIOB 160 and CHMY 121  
The study of the systematic organization of the human body through anatomical methodology and physiological mechanisms with emphasis on levels of organization, tissue differentiation, and the structure, function and pathologies of the integument, skeletal, muscular, and nervous system.

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

BIOH 211 | Human Anatomy and Physiology II | 3 Credits  
Co-Requisite: BIOH 212 | Pre-Requisite: BIOB 201  
This is a continuation of BIOH 201. The students will study the structural and functional workings of the endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system.

BMGT 112 | Records Information Management I | 3 Credits  
Methods for developing and controlling an office records management program will be discussed in this class. Selection of supplies and equipment for active and inactive records will be covered along with procedures for document and electronic records storage, retention, and transfer. Upon successful completion of this course, the student should be able to file documents using the Association of Records Managers and Administrators (ARMA) rules for alphabetic, subject, numeric, and geographic filing
utilizing requisition, charge-out, and transfer procedures. The student should be able to create a simple database and maintain records electronically. The course will include the identification of staff and program standards that result in a records and information management setting that is successful.

**BMGT 114 | Records Information Management II | 6 Credits**

*Prerequisite: BMGT112*

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. Included in the class will be training by the National Archives and Records Administration in Basic Records Operations (KA1) 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. Guest speakers will be utilized as appropriate to provide opportunities for students to learn about the various aspects of RIM from experts in the RIM field. Discussion and hands-on activities will be a used throughout the class.

**BMGT 118 | Tribal Records | 3 Credits**

Knowledge of the Blackfoot Treaties and Agreements, Tribal Land Allotments and the Genealogy of the students will be presented in the course. The Blackfeet Tribal Rights such as gathering wood, fishing and hunting in our Usual and Accustomed places (i.e. Glacier National Park) as guaranteed in the Treaties and Agreements with the US government will be studied. Upon successful completion of the class, the students will have built the Genealogy foundation for a collaboration with Ancestry.com for their families and future generation of the Blackfeet community.

**BMGT 190 | Resources in Agriculture | 3 Credits**

Course covers a series of workshops and webinars that are offered by the USDA and FSA throughout the semester. These workshops will be Business, Agricultural, USDA & FSA related.

**BMGT 235 | Management | 3 Credits - Elective**

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

**BMGT 248 | Entrepreneurship | 3 Credits**

Entrepreneurship is the practice of starting a new business or restructuring a mature one. The business can range from being a retailer, farmer, rancher, day care, law office or any other producing, retailing or service enterprise. The student in this course will learn how to research, plan, organize and manage a small business. The topics to be covered will be business planning, market research and planning, financial projections, asset valuation, forms of business ownership, taxation and licenses, self and business analysis and feasibility, loan packaging, credit and complete a draft of a business plan.

**CAPP 120 | Introduction to Computers & MS Office | 3 Credits**

This course provides an introduction to word processing, spreadsheet, and presentation software. It also includes instruction in basic computer concepts, Windows operating systems, the Internet, collaborative tools and database concepts.

**CAPP 240 | Desktop Publishing | 3 Credits**

This course will begin with a brief explanation of the publishing and printing process—the terminology, the history, the jobs, the hardware and the software. Desktop Publishing will be introduced as an application of computer technology to an old, established process. Elements of attractive page layout, color and design will be stressed. Desktop Publishing software will be used to develop a set of publishing projects that begin with simple drawings, announcements and magazine covers and increase in complexity to multi-page documents such as menus, newsletters, tri-fold brochures, a business proposal and a school newspaper.

**CAPP 251 | Advanced MS Office (365) | 3 Credits**

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

**CAPP 251 | Advanced MS Office – See Computer Information Systems (CIS) Section | 3 Credits**

This course is the application section providing a more advanced section of Microsoft Office 2016. It involves the introduction to Essentials, OneNote, Outlook, Word documents with special features, Excel spreadsheets with special functions, and PowerPoint presentation software, use of Multimedia and Animation effects.

**CAS 120 | Pharmacology of Substance Abuse | 2 Credits**

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

On Demand,

**CAS 145 | Addiction Studies | 3 Credits**

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

**CAS 209 | Treatment Planning & Documentation | 2 Credits**

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

**CAS 250 | Gambling Addictions | 2 Credits**

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

**CAS 251 | Co-occurring Disorders | 2 Credits**

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

**CAS 275 | Assessment & Diagnosis | 2 credits**

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

**CHMY 121 | Introduction to General Chemistry | 3 Credits**

*Co-Requisite: CHMY 122 | Pre-Requisite: M 098 or greater*

Introductory general chemistry, measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base chemistry, electrochemistry, nuclear chemistry.

**CHMY 122 | Introduction to General Chemistry Lab | 1 Credit**

*Co-Requisite: CHMY 121*

This course covers the topics found in general chemistry such as measurement systems, atomic structure, chemical periodicity, bonding, chemical reactions, acid-base chemistry, electrochemistry, nuclear chemistry. Laboratory exercises will coordinate with the lectures and class work in CHMY 121.

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

*Co-Requisite: CHMY 124 | Pre-Requisite: CHMY 121*

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

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

CHMY 293 | Independent Study | Variable Credits
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.

CJUS 101 | Introduction to Law & Blackfeet Legal Studies | 3 Credits
In this course, students will be introduced to the basic concepts of private and public law systems. The general principles of contracts, law of association, property, family law, criminal law, and criminal procedure will be studied. Students will become familiar with court procedures and organization. Blackfeet government, legal systems, ethics and traditions will be examined.

CJUS 121 | Introduction to Criminal Justice | 3 Credits
This course is designed to provide the students with general knowledge of the history, role, development and philosophy of the criminal justice system in today's society. The student will be introduced to law agencies and their functions in the administration and deliverance of the criminal justice system. In addition, the student will study tribal government and tribal legal systems. They will examine how trial tradition enters into the courtroom. They will also examine tribal court ethics.

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.

CJUS 180 | Blackfeet Law & Order Code Training:
Blackfeet Law & Order Code Training: In preparation for the Blackfeet Tribal Bar Exam, students will learn the Blackfeet Tribal Code and participate in experiential learning activities that will allow students to apply what they learn.

CJUS 200 | Alternative Dispute Resolution | 3 Credits
This introductory course will provide students with a broad understanding of ADR. The course will cover negotiation, mediation, arbitration, peacemaking, restorative justice and reparative justice. Discussion will include how each are used and the advantages and disadvantages of each method. Students will apply alternative dispute resolution knowledge and skills using role-play, simulations and case studies.

CJUS 236 | Introduction to Research Methods in Criminal Justice | 3 Credits
Consent of Instructor
This course will develop sentence, paragraph and brief writing using FIRAC (Facts, Issue, Research the law, Application of law to facts, Conclusion) Method. Students will conduct basic research using database systems such as Findlaw and the Tribal Law and Policy Institution. (same as PSYX 203)

CJUS 280 | Sociology of Deviant Behavior | 3 Credits
This course will provide students with specific knowledge of forms, causes, and controls of deviant behavior. Students will study analysis of deviance and social controls. Specific behaviors of environment and social relationships to deviance will be studied.

CJUS 285 | Juvenile Delinquency | 3 Credits
Prerequisite: CJUS 110
This course will examine the origins and extent of delinquency, including personal, familial and community factors will be studied. The class will include theories, punishment and treatment as well as preventive and institutional agencies and research on delinquency.

CJUS 286 | Legal Research Writing
This course will develop sentence, paragraph and brief
writing using FIRAC (Facts, Issue, Research the law, Application of law to facts, Conclusion) method. Students will conduct basic research using database systems such as FindLaw and the Tribal Law and Policy Institution. Spring Semester

**CJUS 291 | Special Topics | 1-6 Credits**  
*Consent of Instructor*

**CJUS 298 | Internship | 1-6 Credits**  
*Consent of Instructor | Prerequisites: PSYX 100 or SOCI 101*  
All students will be charged a fee for a Background Check, Drug Testing and Clinical Supervision. This course will provide supervised fieldwork placements in a criminal justice field. Students will apply the basic principles of criminal justice and logical and linguistic analysis of human thought using elemental structures. The students will apply their developing critical skills in a supervised setting, through class dialogue and a portfolio.

**COMX 102 | Interpersonal Skills in the Workplace | 3 Credits**  
This course introduces students to the dynamics of social interaction through verbal and non-verbal communication in a multi-cultural context. Students will enhance strategies and skills between students and local employers to support effective workforce growth.

**COMX 111 | Speech: Development of Public Speaking | 3 Credits**  
Principles and philosophies of speech communication will be addressed. Students will develop skills, and present speeches in a variety of formats. Students will integrate technology and appropriate support materials into their presentations.

**CSCI 111 | Programming with Java | 3 Credit**  
This course engages students with little or no programming experience to create Java programs. Participants are introduced to object-oriented programming concepts, terminology, and syntax, and the steps required to create basic Java programs using interactive development environments. Hands-on practices figure prominently throughout this course so students can experience firsthand the power of computer programming.

**CSCI 181 | Website Design & Programming | 3 Credits**  
This course is designed to give students an introduction to website design and site creation. The course involves learning standard XHTML fundamentals, CSS and design concepts. The proper design approach for constructing websites and related techniques will also be covered.

**CSCI 238 | Mobile Device Applications | 3 Credits**  
This advanced course will teach students the skills necessary to develop applications for mobile computing devices running the Android OS.

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

**ECNS 202 | Macroeconomics | 3 Credits**  
*Prerequisite: ECNS 201 - Microeconomics*  
This course study of the economy as a whole and its major components. Topics will include the art and science of economic analysis, economic tools and economic systems, economic decision makers, supply, demand and markets, tackling the economy, unemployment and inflation, productivity and growth, aggregate expenditure and demand, aggregate supply, fiscal policy, federal budgets and public policy, money and the financial system, banking the money supply, monetary theory and policy, international trade and finance, and economic development.

**ECNS 217 | Economic Development on Indian Reservations | 3 Credits**  
This course will familiarize students with the fundamental concepts, themes and principles of economic development. The setting will focus on indigenous communities broadly and will be contrasted (where appropriate) with other regions, countries and communities. Important concepts such as opportunity cost, economic trade-offs, adverse selection, moral hazard and discount rates will be introduced. Students that successfully complete the course will be familiar with these economic concepts and their correct usage. The course will also provide a broad overview of the current standing of indigenous communities in terms of microeconomic and macroeconomic development. Specifically, at the microeconomic level we will investigate the development of individuals, households and communities over time. At the macroeconomic level, we will look at the various channels through which economic
development occurs at the tribal level; we will focus on jurisdictional, legal and political aspects of tribal economic development. We will focus on some of the large changes that have occurred in the past century on reservations and the effects that have resulted.

**ECP100 | CPR, AED & First Aid for Childcare Providers | 1 Credits**

This course designed to give childcare/Elementary School providers the knowledge and skills needed to respond confidently and effectively in an emergency. The goal of our training is to make your home and work environment safer by preventing illness and injury as well as quickly recognizing and responding to emergencies to save a life or reduce disability. An injury is a risk at any stage of life, but infants and young children are often at greater risk. Decreasing a child’s risk for injury through prevention, and limiting the severity of injury or illness through a fast and appropriate response, can help keep our children safe.

**EDEC 100 | EDEC 100 Competency Standards (CDA) | 3 Credits**

Professional Education 120 clock hours
All Professional Education hours must be awarded by an agency or organization with expertise in early childhood teacher preparation. These hours can be for college credit or for no credit.

The Competency Standards (CDA) are the national standards used to evaluate a caregiver’s performance with children and families during the CDA assessment process. The Competency Standards are divided into six Competency Goals, which are statements of general purpose or goal for caregiver behavior. The Competency Goals apply to all child care settings. The six goals are defined in more detail in the 13 Functional Areas, which describe the major tasks or functions that a caregiver must complete in order to carry out the Competency Goal. A Developmental Context, a brief overview of relevant child development principles, explains each Functional Area.

**EDEC 108 | Introduction to Early Childhood Education & Placement | 4 Credits**

This course is an introductory course to the early childhood education and the childcare profession including childcare programs and options. It will focus on personal attributes needed for the childcare provider. It will also take a close look at processes to obtain CDA, associate and bachelor degrees in Early Childhood Education, Montana career path and development, Best Beginnings Program benefits. 45 hours of lab required.

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

This course explores theory and research on early literacy, language acquisition, and dual-language development. Students will learn to support early literacy and language development through completing a case study, practicing culturally relevant instruction, and designing and implementing curriculum and environments that are individualized to meet the needs of specific learners between zero and eight years of age. This course includes field work in an early childhood setting.

**EDEC 210 | Meeting the needs of Families. | 3 Credits**

Students will explore the complex characteristics of Indigenous Families and communities including “Blackfeet Way of Knowing” will be explored through home language, cultural values, ethnicity, socioeconomic conditions, family structure, relationships, stresses, childhood trauma and adverse experiences, supports and community resources. Students will practice techniques that encourage parent-teacher conferences, and a workshop events.

**EDEC 230 | Positive Child Guidance | 3 Credits**

Focuses on developing skills in using positive guidance techniques such as I message, reflecting feelings, natural and logical consequences, providing choices, conflict resolution, developing positive behavioral interventions, self-concept development, and enhancement, and children’s pro-social skills. The course includes a 15-hour lab where students implement what is learned in class. Assessment is based on exams, activities including a classroom management plan and learning plans and professional observation of guidance skills.

**EDEC 240 | Indigenous Practicing Inclusion | 3 Credits**

This course is specifically for students who teach/work with preschoolers in early childhood settings that may include young children with disabilities or developmental delays. Through course assignments and application of practices in current early childhood settings, students synthesize the broad base knowledge and skills around inclusion into core principles that will serve as a guide in their roles directly with young children and as advocates and leaders in the
field of inclusion. The knowledge and skills they develop during course activities strengthen their ability to support the growth and development of each child in their program or group. Students will apply core inclusion principles and strategies to current teaching practices with young children in an active early childhood setting. Students will regularly participate in lab work in an early childhood program.

EDEC 247 | Child & Adolescent Growth & Development | 3 Credits
Students will examine, analyze, and apply research, theories, and issues concerning basic biosocial, cognitive, and psychosocial developmental stages from conception through childhood and adolescence. For an integrated lab, students use a variety of instruments to observe and interact with individual children as a way of integrating theory and practice.

EDEC 249 | Infant & Toddler Group Care | 4 Credits
Provides a basic developmental foundation for the student. Examines research, theories, issues, developmental stages, and the application of these in relation to the child from birth to 3 years. Students are required to complete a 45-hour lab component in a licensed/registered facility serving infants/toddlers

EDEC 265 | Leadership & Professionalism | 3 Credits
This course focuses on the early childhood education profession including awareness of value issues and ethical issues in working with children and families. Students will have a better understanding of a variety of settings, legal issues which includes an overview of relevant school law, issues of salary and status, staff relations, and the importance of becoming an advocate for children and families, upgrading the profession and improving the services for children. Students complete a comprehensive oral interview, a professional packet including resume and professional goal plan, and participate in a one-week culminating field experience during which they assume the lead in curriculum planning implementation.

EDEC 273 | Early Childhood Curriculum & Environments I | 4 Credits
The focus will be on curriculum content and methods in the areas of language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness. Additionally, students will explore the developmentally appropriate environment and its effect on the learner in the physical, cognitive and social domains. Students will develop, implement, and evaluate relevant and meaningful curriculum and environments for young children with an emphasis on providing for the unique needs of each child. 45 Hours Classroom/Lab.

EDEC 275 | Early Childhood Integrated Curriculum & Environments II | 4 Credits
The focus will be on integrating curriculum content, designing and implementing environments that support the development of the whole child, developing and implanting a project using the Project Approach, documentation of children’s learning through the project and the development of individual child portfolios. 45 Hour Classroom Lab.

EDU 109 | Piikani Art PK – 8 | 3 Credits
Students explore visual art with intergrading Blackfeet ways of knowing for educators. The student will be able to present these lessons when doing their school placement hours. The instructor will integrate different art other subject areas to enhance student learning. Class activities will foster confidence designing and making Art. The students will work independently and collaboratively in groups to discuss the presented articles and materials, brainstorm integrated lesson ideas, and create lesson plans. The students will have a better understanding of how to intergrade Art History into grade-appropriate teach effectively lesson plans. This course introduces the student to the development of basic techniques of traditional Piikani, American and Western art. The history of native art (pictographs, buffalo robe painting, and tipi paintings).

EDU 150 | Piikani Singing, Dance, and Drama PK-8 | 3 Credits
Students explore visual arts such as music, singing, dancing, and drama/theatre with intergrading Blackfeet ways of knowing. This course will help develop basic musical skills and practice for grade/classroom appropriate lesson plans. Students will have hands-on-training and will be able to integrate music, art, drama, dance and theatre experiences with the other subject areas to enhance student learning. Class activities will foster confidence in music making. The students will work independently and collaboratively
in groups to discuss the presented articles and materials, brainstorm integrated lesson ideas, and create lesson plans. The students will have a better understanding of how to intergrade music, singing, dancing, and drama/theatre Arts into grade-appropriate teach effectively lesson plans.

EDU 190 | Cultural Teaching Methods | 3 Credits
This course introduces students to the impact the environment, culture, and linguistic and socio-economic differences have on learning. Students will examine ways to work toward culture and language responsive pedagogy, assessment of and respect for Indigenous ways of knowing, and the integration of principles of language acquisition to create effective learning opportunities for English language learners within a tribal language paradigm. Students will learn multiple methods in teaching a second language using the Piikani language as a tool to teach such methods, showcasing how such skills help one master the Piikani language and immerse the “Blackfeet Way of Knowing” into the curriculum. In addition, students will understand the importance of professionalism and ethical conduct in being an educator and the challenges of working with diverse groups of people, including awareness of value issues and ethical issues in working with children and families. Students will have a better understanding of a variety of settings and legal issues, which includes an overview of relevant school law.

EDU 202 | Introduction to Education with Field Placement | 3 Credits
This course designed for the student to have a better understanding past and future education history. Education policies, leadership and the professionalism of being a teacher. Students will gain an overview of education with special emphasis on the educational setting. Students will examine “The Blackfeet Way of Knowing” and the Western teaching career, which includes observational assessments of children, hands-on experience in a classroom setting, and the planning process – with a focus on Indian Education for All and State and National Standards. Students will examine indigenous and western histories and philosophies of education, curriculum design, and classroom environment. Students will record their observations and classroom experiences. 30 hours of lab time required.

EDU 211 | Cultural Diversity Community & Global | 3 Credits
This course will provide an examination of the school-society relationship in the United States and of the many issues and variables embedded in this relationship, including equal opportunity, human diversity, ideology, politics and social change. Foundation perspectives (Historical, political, and social) and Montana Statute Indian Education for All and the “Blackfeet Way of Knowing” will be explored. The positive techniques in communicating and encouraging parent involvement at all ages and grades. This course will explore various cultural parenting practices, structures, and values. This course is specifically for students who teach/work with preschoolers and school-age children. That may include young children with disabilities or developmental delays. The knowledge and skills they develop during course activities strengthen their ability to support the growth and development of each child in their program or group. Students will apply core inclusion principles and strategies to current teaching practices with young children.

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

EDU 233 | Indigenous Literacy, Language, & Text | 3 Credits
Literacy growth begins before children enter school as they experience and experiment with literacy activities reading, writing, and associating spoken words with their graphic representations. This course will focus on the understanding of a comprehensive literacy curriculum embedded with the “Blackfeet Way of Knowing” that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy represented in our lives, texts, culture, and perceptions of the world.
What happens when young readers write? What happens when young writers read? Using a reading and writing workshop model designed for the K-8 setting, students in this course will immerse in authentic, process-based experiences in responding to, analyzing, and writing about texts that are commonly used in the elementary and middle school settings. The central experiential learning outcome of this course will be an understanding of the complex ways in which the reading process supports the development of writing skills, while immersion in the writing process, in turn, supports the development of reading proficiency. Emphasizing the “Blackfeet Way of Knowing” composing process, students will write for a wide range of purposes. Students will carefully examine methods for the development and support of an understanding of grammar and writing conventions, in elementary age students, and in their own writing as well.

This course designed to provide students with knowledge and skill in instructional methods that support students who have challenging behaviors in the classrooms. This course will immerse motivation techniques and focus on the interactions grade appropriate strategies. Educators will be able to use the materials with students whose behaviors are challenging role they play in assisting other professional team members with behavior challenges.

This course designed to explore the uses of hands of instructional media. The primary focus will be an overview of education technology. The students will learn the basic skills of developing theoretical and practical tools evaluate, adapt and effectively integrate technology in the classroom, including lesson planning. The class will include all students’ point of views as soon to be teachers/ and what the teachers need to know and do to be able to teach and grade-appropriate effectively with technology.

This course provides students with the opportunity to demonstrate mastery of subject area content knowledge, understanding, and skill in applying that knowledge and understanding. Students will integrate extant theory and evidence into their professional activities and demonstrate an understanding of human learning and development. Students will demonstrate professionalism that extends beyond technically accurate knowledge and skills and will read and evaluate relevant professional and academic literature.

Provides students an opportunity to explore the fields of engineering, engineering technology and computer science. Other topics include engineering design, career opportunities, professionalism and ethics.

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

Surface water hydrology is designed to provide students with an understanding of basic surface water hydrology and hydrological process, beginning with conceptual principles to quantitative and qualitative standards and methods. This course involves an in-depth analysis of the hydrologic cycle and principles including precipitation, evapotranspiration, stream flow, and open channel hydraulics, rainfall, interception, infiltration, and groundwater hydrology. This class will prepare students for careers emphasizing surface water resource management.

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

This course provides a basic review of how the climate system works and how we know about past climate
change and the ecological response. The course focuses on how climatic conditions influence the distribution and abundance of organisms on the Earth and how plants, animals and people are responding to changes in the climate system.

**ENSC 270 | Water Quality Monitoring | 3 Credits**
This water quality course provides an understanding and an awareness of the basic principles of water quality. Course content will include water quality parameters, pollution sources, and water treatment. This will be related to water regulations, requirements, policies, understanding the basics of a water quality plan both locally and regionally, and testing procedures. The water quality course is designed to prepare students for future careers in applied water resource management.

**ENSC 272 | Water Resources | 3 Credits**
This course provides a basic introduction to the fundamental concepts, techniques, and knowledge required to understand and manage water resources. Students are introduced to use, conservation, and management aspects of water resources. The course will provide an introduction to a variety of water resource topics including: water resource terminology, the principles of the hydrologic cycle, water balance techniques, hydrology, hydrogeology, basic computational techniques, historic water information, water law, and water rights overview. Through the use of professional sources, the students will develop a working knowledge of the hydrologic, water quality, legal, economic, political and social factors that determine water availability, hazards, use, demand, and allocation.

**FILM 103 | Introduction to Film | 3 Credits**
This course studies the art of cinema. Students will analyze various film techniques used to convey narrative, learn to interpret films using various critical approaches, understanding the textual, technical, and cultural elements of this wondrous storytelling medium.

**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. More emphasis will be on the Montana and Blackfeet Reservation tree species.

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

**FORS 251 | GIS II & III | 3 credits**
This course is designed to teach basic cartography, map layout, GIS tools such as buffering & other basic Geo-processing methods. This course involves editing & creating geospatial data, spatial analysis with raster data. Additional spatial analysis, remote sensing theory, image processing with ENVI software will be conducted.

**FORS 260 | Surveying and Maps | Credits 3**
Introduces the instruments of surveying and their use (e.g. transit, theodolite, compass, electronic total station, engineer’s level, auto compensating level, and survey grade global positioning systems.

**FORS 265 | Wildfire & Fuels Modeling | Credits 3**
This course emphasizes on the theory and student projects, centered on fire behavior modeling, fuel models, & data acquisition.

**FORS 270 | GIS Applications in Hydrology | Credits 3**
This water quality course provides an understanding and an awareness of the basic principles of water quality. Course content will include water quality parameters, pollution sources, and water treatment. This will be related to water regulations, requirements, policies, understanding the basics of a water quality plan both locally and regionally, and testing procedures. The water quality course is designed to prepare students for future careers in applied water resource management.

**FORS 275 | Remote Sensing | 3 credits**
This Course teaches the theory of reflectance, image processing; hands-on applications of remote sensing in Natural Resources using ENVI image processing software.

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

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

**HEE 223 | Personal Community School and Health Issues | 3 Credits**
This course will introduce health issues and trauma relevant to personal, preschool, elementary, and community. Topics include developmental health issues particular to each age group, appropriate food experiences and nutrition, and evaluation of their physical environment and staff practices for disease and how trauma can control safety, methods for handling mild and chronic illnesses and emergencies, alcohol and drug-related issues, and methods for teaching Trauma-informed practices.

**HEE251 | Instructional Strategies in Physical Education PK-8 | 3 Credits**
Students will learn methods, instruction, and evaluation of planned learning activities which are developmental, sequential, and are based on content standards in the area of personal health and fitness; motor skills and exercises; lead-up games, team sports and games; and rhythms and dance; Indigenous traditional games. Societal issues will explore, including prevention and intervention strategies, risk and protective factors, and the building of self-esteem and resiliency. The course will provide competence in working with students with disabilities; and prescription of adapted programs specific to individual disabilities.

**HS 101 | Introduction to Human Services | 3 Credits**
Introduction to Human Services covers the dual perspective of Blackfeet and western culture’s philosophy in regard to social services. This course will cover a broad overview of social service programs and problems in meeting basic needs, with an emphasis on the complexity of human services and historical development. Identification of skills and knowledge in working with people, definition of roles and functions of human service and social workers, and differentiation between professionals and para-professionals are addressed. The diversified fields in human services and social work are examined. (same as SW 100)

**HS 210 | Case Management | 3 Credits**
The purpose of this course will be to explore the concepts of case management and its importance to the helping professional. (same as SW 200)

**HS 279 | Legal, Clinical & Professional Issues | 3 Credits**
This course will provide students with skills and understanding of the ethical standards and practices that provide proactive and effective strategies. The course will focus on the code of ethics as a guide to decision making that ensure providers to avoid ethical traps that compromise professional integrity. Students will also explore multicultural issues as well as assess and improve cultural competencies.

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

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

**HS 291 | Special Topics | 1-6 Credits**
Consent of Instructor

**HS 298 | Field Placement | 1-6 Credits**
Consent of Instructor | Prerequisites: PSYX 100 or SOCI 101
All students will be charged a fee for a Background Check, Drug Testing and Clinical Supervisor. This course will provide supervised fieldwork placements in public
and private agencies in the human services/addiction/behavioral health/psychology/social work fields. Students will apply the basic principles of human services, and logical and linguistic analysis of human thought using elemental structures. The students will apply their developing critical skills in a supervised setting, through class dialogue and a portfolio. (same as CJUS 298)

**HSTA 255 | Montana History | 3 Credits**
This course is a comprehensive examination of Montana History from the perspective of historians and the Blackfeet tribe. This course will provide a better understanding of how to teach Montana history into grade-appropriate effectively lesson plans. Students will learn a broad outline of Montana history from the earliest human settlement to the present. Provide an in-depth understanding of several critical aspects of Montana history: Indian cultures and contacts between Montana Indians and 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, and write clearly.

**ITS 164 | Networking Fundamentals | 3 Credits**
Students will gain hands-on experience installing and configuring LANs, troubleshooting hardware and software issues, and creating network documentation.

**ITS 212 | Network Operating Systems Server Administration | 3 Credits**
Continuing from ITS 164, this course will go further into server technology from small business infrastructures to large business infrastructures, and homebased routers and network systems.

**ITS 218 | Network Security | 3 Credits**
This course provides students with an overview of the field of information security and assurance. Students will learn the basic types of attacks, how hackers exploit them, and how to implement information security services to protect systems and information. Students will learn to develop and implement effective security policy, manage, assess risks, and perform audits.

**ITS 275 | Advanced Network Security | 3 Credits**
This course provides students with an overview of the field of information security and assurance. Inside top-tier security experts offer real-world network security incidents to test your computer forensics and response skills. Topics covered include: phishing and pharming scams, internal corporate hacking and much more.

**LIT 110 | Introduction to Literature | 3 Credits**
This course is an introduction to the genres of short fiction, poetry, and drama. Emphasis is placed on analyzing texts through close reading and writing response papers.

**LIT 201 | Introduction to Literary Theory | 3 Credits**
This class introduces students to literary theory and criticism used in the study of the major literary genres. Classwork emphasizes close reading, analytical writing and research skills.

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

**LIT 285 | World Mythology | 3 Credits**
The study of cultural mythologies to explore the nature, function, theory and reality of human existence.

**LS 199 | Special Topics | 1-3 Credits**
Offered as needed. Will take into consideration student demand for courses not listed in the catalog.

**M 065 | Pre-algebra | 4 Credits**
Covers pre-algebra concepts involving terminology, fractions, decimals, percent, ratio and proportion, measurement, geometry, and statistics.

**M 098 | Introductory & Intermediate Algebra | 4 Credits**
*Pre-Requisite: M065 or Placement Exam*
Covers basic algebra concepts including terminology; operations on rational numbers; solving and graphing linear equations and inequalities in one and two variables; determining equations of lines; polynomial and function operations: operations on exponential and radical expressions, factoring. Solving rational; absolute value, radical and systems of equation; solving and graphing quadratic equations.

**M 115 | Probability & Linear Math | 3 Credits**
*Pre-Requisite: M 098 or Placement Exam*
This course covers graphing, systems of linear equations,
geometry, and matrix algebra. This course will include an introduction to set theory and operations, probability, statistics, and mathematics of finance. Applications in the natural sciences, social sciences, business and gaming will be stressed.

**M 117 | Math for Education Majors | 3 Credits**
This course is designed to build teachers mathematics skills and terminology integrating Browning Public School Math program to grade develop age/classroom appropriate. This course in encourages teacher candidates to create an active learning environment that fosters curiosity, confidence, and persistence in children learning mathematics. The students will gain knowledge of child development, important mathematical relationships, number sense, and the ability to solve problems. This class will cover basic content material; Pre-algebra to intermediate, fractions, decimals, measurements, and classroom mathematical concepts.

**M 121 | College Algebra | 3 Credits**
*Pre-Requisite: M 098 or Placement Exam*
This course covers an in-depth examination of standard topics of college algebra including linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Solving systems of equations using matrices will also be covered.

**M 132 | Numbers and Operations for Elementary School Teachers | 3 Credits**
*Pre-Requisite: M 098 or M 115*
The study of number and operations for prospective elementary and middle school teachers, including whole numbers, decimals, fractions, percent, integers, operations, numeration systems, and problem solving.

**M 133 | Geometry and Geometric Measurements for Elementary School Teachers | 3 Credits**
*Pre-Requisite: M 132*
The study of geometry and geometric measurement for prospective elementary and middle school teachers, including synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving.

**M 151 | Pre-Calculus | 4 Credits**
*Pre-Requisite: MAT 121 or Placement Exam*
This course is designed to prepare students in mathematics or science fields of study for entry into calculus sequence. This course will cover analytic and geometric properties of polynomials, rational, exponential, logarithmic, and trigonometry expressions, functions, and graphs. Trigonometric functions, inverses, and trigonometric identities will be studied as well as conic sections, complex numbers, sequences and series, and systems of linear equations.

**M 171 | Calculus I | 4 Credits**
*Pre-Requisite: M 151 or Placement Exam*
This course covers polynomials, rational, exponential, logarithmic, and trigonometric functions and their behavior both analytically and graphically. The fundamental Theorem of Calculus will be studied including limits, derivatives, integrals, and approximations with focus on interpretations and applications for the functions studied.

**M 172 | Calculus II | 4 Credits**
*Pre-Requisite: MAT 171 or Placement Exam*
This course covers techniques of integration, area computations, improper integrals, infinite series and various convergence tests. Also included are power series, Taylor’s formula, polar coordinates, parametric curves and infinite sequences and series.

**M 234 | Higher Mathematics for Elementary School Teachers | 3 Credits**
*Pre-Requisite: M 132 & M 133*
The study of algebra, number theory, probability and statistics for prospective elementary and middle school teachers. This course includes proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory.

**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.

**MUS 130 | History of Rock & Roll | 3 Credits**
This class will look at the origin and continued development of “Rock & Roll.”
NASX/LS 110 | Indigenous Humanities | 3 Credits
Introduces discourse about Indigenous knowledge, ways of knowing and counter-narratives to Eurocentric systems. The course is designed to explore Indigenous scholars' work.

NASX 141 | History & Foundations of Piikani Language | 3 Credits
Students will be introduced to the Piikani language, and gain confidence in verbal pronunciation through the continued practice of speaking the language. The origin and philosophy of language usage will be stressed. Several different teaching methods will be implemented. Offered fall and spring semesters.

NASX 142 | Intermediate Piikani Language | 3 Credits
Students will build upon the foundations introduced in NASX 141. Various teaching methods will be used. Visits to various community settings will encourage the use of language. Offered fall and spring semesters, and requires a student lab fee.

NASX/LING 185 | Methodologies in Teaching Native American Languages | 3 Credits
This class approaches multiple methods in teaching Indigenous languages.

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

NASX/LIT 224 | Origin Stories of the Niitsitapi/Piikani | 3 Credits
This course introduces the origin stories of the Niitsitapi/Piikani, and explores a variety of story forms.

NASX/PHL 231 | Indigenous Philosophies | 3 Credits
This course introduces students to various Indigenous philosophies, and will examine Indigenous critiques of Western philosophical perspectives.

NASX/LIT 240 | Introduction to Native American Literature | 3 Credits
Students are introduced to Native American literature with an emphasis on Blackfoot writers. Readings include drama, essays, fiction, mythology, and poetry.

NASX/LING 270 | Introduction to Linguistics | 3 Credits
An introduction to the field of modern linguistics and to the nature of language. Emphasis on the ways different cultures develop symbol systems for representing meaning.

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

NASX/LS 279 | Advanced Research Methods | 3 Credits
This course is for graduating students. Coursework will start students on the road to mastering the essential skills of research writing, preparing them for higher levels of education. This is an intensive writing course that culminates in a research project on a topic appropriate to the Humanities field; also applicable to Piikani Studies.

NASX/LS 279 | Advanced Research Methods | 3 Credits
This course is for graduating students. Coursework will start students on the road to mastering the essential skills of research writing, preparing them for higher levels of education. This is an intensive writing course that culminates in a research project on a topic appropriate to the Humanities field; also applicable to Piikani Studies. Offered fall semester, and a student lab fee is required.

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

NASX/PHL 231 | Indigenous Philosophies | 3 Credits
This course introduces the origin stories of the Niitsitapi/Piikani, and explores a variety of story forms.

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

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

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

NRSG 232 | Foundations of Nursing | 3 Credits
This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and skills necessary for maintaining standard precautions, physical, psychological and nutritional safety, along with skills needed in therapeutic interventions. Students are introduced to the concepts of professional nursing, patient needs, safety, communication, teaching/learning, critical thinking, ethical-legal, rural nursing, cultural and ethnic diversity, and interdisciplinary patient-centered care.

NRSG 233 | Foundations of Nursing Lab | 3 Credits
An integration of lab experiences focusing on psychomotor nursing skills needed to assist individuals in meeting basic human needs. Application of the nursing process and hands-on learning experiences for nursing skills, patient assessments, nutritional safety, and basic therapeutic skills are practiced and demonstrated.

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

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

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

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

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

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

NRSG 246 | Health and Illness of Child and Family Nursing | 2 Credits
In this course, the student applies holistic concepts to the
professional nursing care of children and their families in health, illness, end-of-life and palliative care. Emphasis is placed on incorporating growth and developmental principles to facilitate positive health outcomes through health promotion, nutrition and disease prevention.

NRSG 247 | Health and Illness of Child and Family Nursing Clinical | 1 Credit
In this clinical, students will utilize the nursing process, to provide nursing care of healthy and high-risk pediatric populations and their families experiencing disruptions in bio/psycho/social/cultural and spiritual needs. Emphasis is also placed on health promotion, health maintenance, and therapeutic communication.

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

NRSG 255 | Mental Health Concepts Clinical | 1 Credit
This clinical applies the knowledge of psychiatric and mental health nursing. Students will have mental health focused clinical experiences in a variety of settings.

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

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

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

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

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

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

NUTR 221 | Basic Human Nutrition | 3 Credits
This course covers the basic concepts of human nutrition, which include carbohydrates, lipids, proteins, vitamins, minerals, absorption, digestion, metabolism, and energy utilization as they relate to health and food consumption at different stages of the life cycle.

PHOT 154 | Digital Photography | 3 Credits
This class focuses on the basics of digital photography.
Offered fall and spring semesters, and a student lab fee is required.

**PHOT 155 | Advanced Digital Photography | 3 Credits**
A continuation of PHOT 154, this course will discuss image overload, use of lighting, distinguishing between natural and artistic, and analyzing color versus black and white photography, gray scales, and mastering the Zone method. Offered spring semester, and a student lab fee is required.

**PHSX 215 | Fundamentals of Physics w/Calculus I | 3 Credits**
*Pre-Requisite: M 115 or Higher | Co-requisite: PHSX 216*
This course is designed to be taken as a co-requisite with M171-Calculus I. In this course you will get an introduction to the topics and scope of physics. We will look at the concepts and applications of mechanics, fluids, waves and sound. Examples of these topics in everyday life will be considered. Problem solving abilities and applications of physical concepts will be stressed in this class.

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

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

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

**PKNI 101 | Piikani Language for Healthcare**
Healthcare professionals will learn Piikani language for medical terms, greetings and addressing patient needs.

**PKNI 120 | Piikani Ecological Knowledge | 3 Credits**
This course provides outdoor and classroom instruction to restore students’ knowledge of the Piikani traditional relationship with plants, trees, roots, and animals native to Piikani territory. The course explores the ethical, reciprocal, and ceremonial meanings of the natural resources that the Piikani relied upon.

**PKNI 215 | Fundamentals of Physics w/Calculus I | 3 Credits**
*Pre-Requisite: M 115 or Higher | Co-requisite: PHSX 216*
This course is designed to be taken as a co-requisite with M171-Calculus I. In this course you will get an introduction to the topics and scope of physics. We will look at the concepts and applications of mechanics, fluids, waves and sound. Examples of these topics in everyday life will be considered. Problem solving abilities and applications of physical concepts will be stressed in this class.

**PKNI 129 | History of the Piikani (1700 to 1888) | 3 Credits**
The course is designed to give students knowledge of the Piikani history from arrival of the horse, advent of pandemics, development of reservation agencies, and concluding with the 1888 Agreement. This course can be cross referenced with History, Education, Humanities.

**PKNI 147 | Plains Indian Sign Language | 3 Credits**
This course studies the primary form of communication at the forefront of interaction between all tribes of the Americas. Instruction will include Piikani language with the hand and body gestures; learning approximately 200 sign gestures for conversational purposes.

**PKNI 229 | History of the Piikani (1888 - 1978) | 3 Credits**
This class 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 up to 1978.

**PKNI 233 | Piikani Places through Time | 3 Credits**
Students will be introduced to a variety of culturally significant locations – ancient, historical, and contemporary – and come to understand our traditional identification with place.

**PKNI 243 | Piikani Societies, Leadership, & Gender Roles | 3 Credits**
This course will examine Piikani clans and societies, how individuals were selected for leadership roles, and the general and ceremonial roles and responsibilities of males and females.
**PSYX 100 | Introduction to Psychology | 3 Credits**
This course is intended as an introductory survey of the scientific discipline of psychology. The scientific study of behaviors in humans and animals will be studied. Students will be guided towards an appreciation of the six major theoretical perspectives that psychology has to offer.

**PSYX 102 | Mental Health First Aid –Adults Helping Adults | 1 Credit**
Mental Health First Aid is a course that teaches the student how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps you identify, understand, and respond to signs of mental illnesses and substance use disorders.

**PSYX 103 | Mental Health First Aid –Adults Helping Youth | 1 Credit**
Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help youth who are experiencing a mental health or addictions challenge or is in crisis.

**PSYX 104 | Technical Writing in Behavioral Health | 1-3 Credits**
Understanding of professional documentation practices and appropriate use of different documentation formats, including those specific to screening, intake, treatment plans, monitoring treatment and discharge; completing documentation on a timely basis; appropriate information to include in a client’s record; and to increase knowledge regarding the purposes of effective documentation, specifically for 3rd party billing.

**PSYX 105 | Self-Care | 1-3 Credits**
Using self-care practices, this course will assist students to regain control and build resilience. Through experiential and practical methods, students will learn the importance of practicing self-care activities as vital to reducing stress, improving energy and contributing to overall wellbeing and satisfaction.

**PSYX 109 | Self-Expression Through the Arts | 1-3 credits**
Self-Expression Through the Arts is intended for non-art majors, those who are unfamiliar with studio arts or those who just want to express themselves in a fun and interactive way. The activities in this class will help students gain an understanding of how art can be used to explore meaning and express oneself in non-verbal ways, while familiarizing oneself with various artistic materials and processes.

**PSYX 203 | Introduction to Social Science Research Methods | 3 Credits**
Consent of Instructor
This course introduces the methods of research in social sciences including ethics in research, naturalistic methods, observation, interview measurement, surveys, and data gathering techniques, and hands-on experiment exercises. (same as CJUS 236)

**PSYX 230 | Developmental Psychology | 3 Credits**
Research and applications in developmental psychology.

**PSYX 240 | Abnormal Psychology | 3 Credits**
Prerequisite: PSYX 100
This course will study the description and classification and normal behavior. Abnormal behavior will be studied from an objective scientific point of view.

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

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

**PSYX 262 | Cultural Psychology | 3 Credits**
This course is intended to introduce and familiarize students with the concept of multicultural psychology. Students will consider Pikannii world view and the perspective other diverse groups in today’s society as they explore the meaning and value of such concepts as; culture, ethnicity, bias, and cultural competence as they pertain to various psychological issues.
PSYX 285 | Psychology of Personality | 3 Credits
Prerequisite: PSYX 100
This course will introduce the theories and research in personalities. Intensive survey of theoretical concepts and a detailed examination of experimental methods and experiences in the field of personalities will be studied.

PSYX 291 | Special Topics | 1-6 Credits
Consent of Instructor

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

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

SCI 212 | Physical & Life Science | 4 Credits
History of Nature Science; the study of basic nature based on knowledge by understanding observable phenomena and biological phenomena (including cosmological, geological, chemical and biological factors of the universe). The difference between physical and physics science. Special emphasis will be integration of the Blackfeet ways of knowing into nature sciences.

SCI 213 | Earth & Sky | 4 Credits
This course will combine Geoscience and Space Science so students will have a better understanding of teaching Earth and Space in their classrooms. Geoscience will give students a better understanding of planet earth terminology and will help embrace the concept of the earth being the only known life-bearing planet. The course will provide both reductionist and holistic approaches. Space Science/ Astronomy is the study of everything in outer space based on the planet solar system. Special emphasis will be integration of the Blackfeet ways of knowing, Wonders of Glacier National Park and Blackfeet Skies.

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

SCI 295 | Introduction to Scientific Research and Writing | 3 Credits
Within the context of scientific inquiry, developing and applying basic concepts, generating, describing, and analyzing experimental ideas, procedures and data; constructing communicating, determining and displaying tables and graphs, descriptive statistics dispersion/variation in data and statistical significance; designing complex experiments, preparing formal papers, and presenting scientific research will be addressed.

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

STAT 216 | Introduction to Statistics | 4 Credits
Prerequisite: M 115
This course is designed to provide the student with an introduction to the concepts of statistics and probability. Concepts covered include the following: organization and description of data, measure of location and central tendencies, frequency and variance, counting and probability, expected value, and the binomial distribution. Other topics include normal distributions, confidence intervals, sample sizes, hypothesis testing, regression and correlation. The Chi-square and F distribution along with an introduction to non-parametric statistics will be covered. Computer time outside of the class will be expected for all students.

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

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

**TCC 101 | First Year Seminar: Critical Thinking | 3 Credits**
In this discussion-intensive seminar, students will learn critical thinking skills through debate, writing and digital media activities, engaging in the process of social discourse. Students will examine local and global social issues, and develop their role as agents of social change.

**VOC 101 | Employer/Employee Relations | 3 Credits**
This course is designed to familiarize the student with the human dynamics of the world of workforce. Interaction between people in the workplace is an important aspect of job conditions. Topics include: soft skills, impressions, perceptions and attitudes in relation to the organizational structure communications and conflict management and scheduling; concepts of teamwork, leadership skills, evaluation human resources. The class is designed to familiarize participants with current human resource practices and laws that apply to human resources careers regardless of their field.

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

**WRIT 101 | College Writing | 3 Credits**
Students will develop academic writing skills through close reading, critical analysis, and research and other essays.

**WRIT 102 | Introduction to Creative Writing | 3 Credits**
This class introduces students to the technical elements of writing poetry, fiction and creative nonfiction. Emphasis is placed on close reading, critical discussion, and revision of student work. No prior experience in creative writing required.

**WRIT 201 | Advanced College Writing | 3 Credits**
*Prerequisite: Writ 101*
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 close-reading skills, and deepen their understanding of the research process. Emphasizes the use of writing as a tool of inquiry. Applies to all disciplines.
**Administration**

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

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

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

**Program Directors**

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

**Augare, Victoria, Director of Grants Contracts and Research, 2017**
BA, Human Services, University of Great Falls, Great Falls, MT, 1997

**Carlson, Marilyn, Procurement Director, 2017**
BA, Psychology, University of Great Falls, Great Falls, MT 2015
AAS, Business Management, Blackfeet Community College, Browning, MT 2004

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

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

**Henriksen, Curtis D., Facilities Director, 2002**
Certificate, Basic Locksmithing, Montana Chapter of ALOA, 1999
Membership, Associated Locksmiths of America, Inc., 2002

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

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

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

**Division Chair’s**

**Croff, Iva, Liberal Arts General Core Piikani Studies Division Chair, 2018**
BA, Native American Studies, University of Montana, Missoula, MT, 2015
AA, Blackfeet Studies, Blackfeet Community College, Browning, MT, 2011

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

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

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

**McDivitt, Keith, Director of Nursing Instructor, 2017**
MS, Nursing, University of Kentucky, Lexington, KY, 1985
BS, Nursing, Roberts Wesleyan College, Rochester, NY, 1979

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

**Faculty**

**Archambault, Charles, Business Management Accounting Instructor, 2017**
MA, Business Administration, University of Montana, Missoula, MT, 2017
BS, Business Administration, University of Montana, Missoula, MT, 2010

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

**Bennett, Gordon, Humanities Liberal Arts Instructor, 2018**
BA, English Literature, University of Montana, Missoula, MT, 2005

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

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

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

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

**Dr. Mann, Katharine, J. Science Instructor, 2016 DC, Chiropractic, Davenport, Iowa, 1989**
BS, Psychology, Davenport, Iowa, 1989 Certification of Proficiency in X-Ray Certification in Ancillary Procedure

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

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

**Petersen, James R., Humanities Liberal Arts Instructor, 2017**
MA, English, National University, San Diego, CA, 2008 BS, Psychology, Illinois State University, Normal, IL, 1986

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

**Polk, William J., Math Instructor, 2012**
BA, Mathematics, University of Montana, Missoula, MT, 2007
AS, General Studies-Math & Science, Blackfeet Community College, Browning, MT, 2005

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

**Salway, Samuel P., Construction Technology Instructor, 1988**
AA, General Studies, Blackfeet Community College, Browning, MT, 1993
Certificate, Building Trades, Blackfeet Community College, Browning, MT, 1993
Certificate, Apprenticeship for Journeyman in Carpentry, Blackfeet Community College, Browning, MT, 1993
Certificate, AutoCAD Level Two, Northern Montana College, Havre, MT 1992
Two-Year Certificate, Building Trades, Helena Vo-Tech Center, Helena, MT, 1973

**Spoonhunter, Alden, Records Information Management Instructor, 2017**
BA, Native American Studies, Haskell Indian Nations University, Lawrence, KS, 2013

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

**Staff**

**Augare, Joanne, Custodian, 2018**
Blood-Borne Pathogen Compliance
Right to Know, 2004

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

**Bird Rattler, Marcella, Smart Money Administrative Assistant, 2017**
AA, Human Services-Criminal Justice, Blackfeet Community College, Browning, MT, 2017

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

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

Bremner, Paula, Bookstore Manager, 2017
BA, Business Administration, Salish Kootenai College, Pablo, MT, 2015
AS, Business Management, Blackfeet Community College, Browning, MT, 2013

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

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

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

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

Falcon, Jessie, Library Technician, 2017
AA, Liberal Arts, Blackfeet Community College, Browning, MT, 2016

Fast Buffalo Horse, Michael. Library Technician, 2018
BA, History, Montana State University, Bozeman, MT, 2015

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

Gilham-Louis, Daisy, Student Life Coordinator, 2016
BA, Business Administration, University of Montana, Missoula, MT, 2010

Grant, Alonzo, Finance Technician, 2017
AA, Small Business Management, Little Big Horn College, Crow Agency, MT, 2011

Gray, Danelle, Accounts Payable Specialist, 2016
AAS, Office Administration, Blackfeet Community College, 2012

Hall, Brad, Institutional Researcher, 2013
EdD. Educational Leadership, Montana State University, Bozeman, MT, 2018
M.Ed., Education, Montana State University, Bozeman, MT, 2012
BA, History, Montana State University, Bozeman, MT, 2008

Hannon, Lorissa, Career Center Placement Specialist, 2013
BS, Business Administration, Montana State University-Northern, Havre, MT, 2016
AS, Business Administration, Blackfeet Community College, Browning, MT, 2013

Horn, Helen A., Registrar, 2017
BA, Social Work, University of Montana, Missoula, MT, 2017
AAS, Health, Wellness & Counseling, Blackfeet Community College, Browning, MT, 1997
AA, General Studies, Blackfeet Community College, Browning, MT, 1992

Kirkaldie, Tricia, Registrar Technician, 2017
AAS, Business Technology, Salish Kootenai College, Pablo, MT, 2011

Landry, Drew, USDA Extension Agent, 2018
BS, General Studies, University of Louisiana, Lafayette, Louisiana, 1999

Little Plume, Elaine, Academic Enrichment Services Student Support Specialist, 2016
BS, Health & Human Development, Montana State University, Bozeman, MT 2003
AA, Early Childhood Education Elementary Education, Blackfeet Community College, Browning, MT 2000
Madman, Cheryl, Tribal Community Teacher Capacity Project Developer, 2017  
AA, Network Technician Support, Blackfeet Community College, Browning, MT 59417, 2000  
AA, Elementary Education, Blackfeet Community College, Browning, MT 2000  
BS, Elementary Education, Salish Kootenai College, Pablo, MT, 2010

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

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

Monroe, Tinaya, Writing Learning Center Coordinator, 2017  
AAS, Allied Health, Blackfeet Community College, Browning, MT, 2015  
AAS, Health Science, Blackfeet Community College, Browning, MT, 2016

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

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

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

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

Patterson, Aaron, Bookstore Operations Technician, 2017  
AA, Liberal Arts, Blackfeet Community College, Browning, MT, 2016

Rutherford, Joseph, D. Library Network Technician, 2018  
BA, Drama, University of Montana, Missoula, MT, 2010

Rutherford, Joseph, Security Patrol Officer, 2014  
Certificate, Safety Committee Development Training, 2013  
Certificate, Supervisor Reasonable Suspicion Training, 2013  
Certificate, Court Security Training, 2009  
Certificate, Disaster & Emergency Services Division, 2005, 2004  

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

Shootsfirst, Fern, Student Account Specialist, 2016  
BA, Liberal Studies, Montana University Northern, Havre, MT, 2005  
AS, General Studies, Blackfeet Community College, Browning, MT, 1999  
AA, General Studies, Blackfeet Community College, Browning, MT 1988

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

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

Smith, Wayne, Education Division Administrative Assistant, 2017  
BA, Journalism, University of Montana, Missoula, MT 2009

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

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

Upham, Douglas, Network Support Technician, 2018
High School Diploma, Browning High School, Browning, MT, 1995

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

Vaile, Merelle, Facilities Administrative Assistant, 2017
High School Diploma, Browning High School, Browning, MT, 1998

Wood, Robert, Accountant, 2018
BS, Business Administration, Chapman University, Orange, CA, 1992
Certificate, Data Processing Technician, Service School Command, San Diego, CA, 1988

Wagner, Daniel, Custodian, 2017
Certificate, Blood borne Pathogen Training, 2017
Certificate, HAZCOM Training, 2017

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

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

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

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

Wippert, Shaunell, Nursing Program Administrative Assistant, 2017
AAS, Allied Health, Blackfeet Community College, Browning, MT, 2015

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