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# Blackfeet Community College
## Academic Calendar 2021 - 2024

### Winter Semester 2022

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<tr>
<td>Days of the Piikani</td>
<td>November 22-23</td>
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<tr>
<td>Thanksgiving Break (BCC Closed)</td>
<td>November 24-26</td>
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<td>November 29-30</td>
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<tr>
<td>New Student Assessments for Spring 2022</td>
<td>November 30-December 1</td>
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<td>Pre-Registration (Current Students)</td>
<td>December 1-9</td>
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<td>December 6</td>
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<tr>
<td>Final Exams-End of Semester</td>
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<tr>
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<td>December 13 &amp; 15</td>
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<tr>
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<td>December 14 &amp; 16</td>
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<tr>
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<td>January 4</td>
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<td>January 10</td>
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<tr>
<td>Registration</td>
<td>January 10-13</td>
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<td>Martin Luther King Day-Observed (BCC Closed)</td>
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<td>Spring 2022 Graduation Applications Due</td>
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</table>
### Easter Monday – Observed (BCC Closed)
- **April 10**

### Last Day for Total Student Withdraw
- **April 24**

### Final Exams-End of Semester
- **May 1 - 4**

**Monday & Wednesday Courses**
- **May 1 & 3**

**Tuesday & Thursday Courses**
- **May 2 & 4**

### Final Grades Due
- **May 8**

### Commencement
- **May 12**

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#### SUMMER SEMESTER 2023

**Registration**
- **May 22-26**

**Memorial Day (BCC Closed)**
- **May 29**

**First Day of Classes**
- **May 30**

**Flood Memorial (BCC Closed)**
- **June 8**

**Juneteenth (BCC Closed)**
- **June 19**

**Last Day of Class**
- **June 30**

**Final Grades Due**
- **July 7**

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#### FALL SEMESTER 2023

**Division Chairs & Admin Assistants Return**
- **August 7**

**New Student Assessment**
- **August 14th or 16th**

**New Student Orientation**
- **August 15th or 17th**

**Family Orientation Track**
- **August 15**

**TCC101 (Required for new students)**
- **August 17 & 18**

**Faculty Return**
- **August 21**

**Online Registration**
- **August 21 - 31**
## Blackfeet Community College

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Okii Nis-Too Nii-Ta-Nik-Ko, Natook Kyiyaki, Nii Amskapi Piikani. Hello, my name is Karla Bird and I am an enrolled member of the Blackfeet nation. Recently, I have graduated with a doctoral degree in Educational Leadership at the University of Montana. My area of expertise is in Higher Education, with the specific intent of serving within a leadership capacity at the Blackfeet Community College.

The topic of my doctoral dissertation was on educational persistence among American Indian students attending post secondary education. The intent of this research was to use an Indigenous research orientation to view students as sources of strength and resiliency, with tools and assets that help them persist and reach success in academe. Success for Indigenous students involves the ability to maintain their own cultural identity while also meeting high academic standards, in order to make a valuable contribution to society.

I am very excited to serve the Blackfeet Community College alongside so many highly esteemed staff, faculty, board mem-
bers and the tribal council with a focus on student persistence and success. I truly believe that a students’ sense of belonging and purpose at BCC can translate into retention and graduation. I look forward to the upcoming academic school year, as BCC offers our students an opportunity to build a strong academic foundation that will eventually contribute to the overall nation building of the Blackfeet tribe.

Blackfeet Community College
DIVISION CHAIRS

Iva Croff
Liberal Studies Division Chair

Angela Johnson
Human Services Division Chair

Betty Henderson-Matthews
Math / Science Division Chair

Delores Hoyt
Education Division Chair

Marlene Doney
Business Division Chair

Judith Lindsay
Nursing Division Chair

*Piikani Studies Division Chair TBA
SECTION ONE
Blackfeet Community College 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. BCC is an accredited college or university, meaning that it 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 com-
petence of individual graduates. Rather, accreditation provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding Blackfeet Community College’s accreditation status are directed to:

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

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

(The authorization for distance education was embedded in the simultaneous approval for the Nursing Program to offer online courses. Blackfeet Community College’s Associate of Science in Nursing later changed to a Bachelor in Science was approved to provide online education, starting January 6th, 2021. The college’s approval for distance education indicates that the Nursing program is approved to provide “50% or more” of its courses via online education. Since accreditation by the Northwest Commission on Colleges and Universities refers to the institution as a whole, statements such “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.)

Distance Education
Authorization

Blackfeet Community College was authorized for distance education by the Northwest Commission on Colleges and Universities on January 6th, 2021.

Online and Hybrid Courses
(Distance Learning)

Blackfeet Community College
Delivery formats include:

BCC courses may be offered in a number of in-person and/or distance learning formats:

1. In-person synchronous
2. Blended synchronous
3. Online asynchronous
4. Hybrid-both synchronous and asynchronous

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

Course Delivery Terms
Asynchronous Learning

Students will work online independently to meet all assignment due dates. Instructors will provide feedback and guidance throughout the learning process. Students must refer to the course syllabi and course schedule.
Reserved Rights
While every reasonable effort has been made to ensure the accuracy of the information within this Blackfeet Community College (BCC) Course Catalog, BCC reserves its rights to clarify any inaccuracies, and to change any of the rules and regulations of the institution at any time, including but not limited to those relating to admission, instruction, and graduation. Similarly, the right is reserved to withdraw specific curricula and courses, amend course content, amend the academic calendar, and impose or increase fees. All such changes are effective upon approval by the Curriculum Committee and presented by the Vice President of Academic Affairs to the BCC Board of Trustees for approval. After approval, changes will apply to prospective students and may also apply to those already enrolled at BCC.

Non-Discrimination Policy
Blackfeet Community College (BCC) is committed to an environment free from discrimination. BCC is dedicated to providing employment and educational opportunities open to everyone. Discrimination based upon race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, disability, age (age 40 or older), or genetic/medical information is prohibited. This includes retaliation derived from complaints or assistance with a discrimination proceeding, investigation, or lawsuit.

Synchronous Learning
Participants learn online, interacting at a scheduled class time using a video conferencing platform such as Zoom or Google Meets. Students must attend class during the scheduled time.

Blended Course
A course that allows a portion of students to be in the classroom and a portion of the students to join via videoconferencing at the same time.

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

In-Person Course
Course delivery is in-person.

Online course
An asynchronous course offered online only.

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

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

The online Fee is $35 per credit hour

**Vision Statement**

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

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

- **Tsi-Ksi-Ka-Ta-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-pa-tsin** - Living in a good way
  Honest in all thoughts and actions.

- **Ii-yi-kah-kii-ma-atsin** - Trying hard
  Commitment, dedication, sincerity in the pursuit of all our goals.

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

- **Ii-ta-mii-pa-ta-yoip** - Happy living
  Humor, laughter, and enjoyment of life.
Mission Statement
The purpose of Blackfeet Community College is to provide the Blackfeet Nation and our “Universal Community” access to quality educational programs that prepare students for achievement in higher education, meaningful employment, basic skills instruction, and continuing education while integrating 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 opportunities for students to earn academic degrees and supporting their transfer to upper-division higher education institutions.

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

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

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

We are committed to ensuring that all of these values are incorporated into all that we do, fulfilling the vision and mission of Blackfeet Community College.
History

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

The Blackfeet Tribe, in its relationship with the federal government as a sovereign nation, is recognized as a nation within a nation through treaties, laws, and executive orders. In the late 1960s, federal programs and laws resulted from
tribal efforts to promote the health, education, and welfare of their people.

The Indian Education Act of 1972 and Office of Economic Opportunity programs of the 1964 Act provided new resources for tribes to provide adult education. The Blackfeet Tribe took advantage of these programs in its quest to develop itself economically and promote self-sufficiency with the idea that the development of human resources is integral to the improvement of the Blackfeet Tribe.

In 1972, the Blackfeet Tribal Business Council established a 10-year comprehensive plan for the Blackfeet Nation. Needs and goals were identified through needs assessments and studies, done in conjunction with the 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, agreed with Flathead Valley Community College of Kalispell, Montana, to offer extension courses on the Blackfeet 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 independently 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, 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 Land Grant Institution established for the benefit of agriculture and the mechanical arts in accordance with the provisions of the act of July second, 1862 (12 Stat.503:7 U.S.C. 301 et seq.), known as The First Morrill Act.
Board of Trustees
Chairperson - Kim Boy, MBA
Vice Chairperson - Dana Pemberton, BS
Trustee - Dan Wippert
Trustee - Steve Conway
Trustee - Lola Wippert, MS

The Blackfeet Tribal Business Council appoints the Board of Trustees as the governing board of the college, with powers vested according to the Tribal Charter.

The President of the BCC 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 Blackfeet Community College as a public, non-profit corporation for the purpose of providing post-secondary and higher education services to the Blackfeet Nation.

The Charter provides the Blackfeet Community College Board of Trustees with their powers and responsibilities as the college governing board.

Blackfeet Community College is a tax-exempt corporation under the Internal Revenue Service (IRS) with 501 C (3) status (9).

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 educational level
- Advance the knowledge and pride in Blackfeet heritage
- Improve management
- Provide community facilities for advancement in education and other tribal institutions
- Provide cultural and recreational opportunities for residents

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

Blackfeet Community College is operated exclusively for non-profit purposes to provide post-secondary and higher education 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 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 the Blackfeet language, culture, history, and heritage; educational services in occupational training for entry into specific vocations.

- Educational services that meet the 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, BSN and certificate programs.

Phone Directory/Website Addresses

<table>
<thead>
<tr>
<th>Administration</th>
<th>(406) 338-5441</th>
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<tbody>
<tr>
<td>Academic Affairs</td>
<td>(406) 338-5411</td>
</tr>
<tr>
<td>Student Services</td>
<td>(406) 338-5421</td>
</tr>
<tr>
<td>Business Office</td>
<td>(406) 338-5441</td>
</tr>
<tr>
<td>Business Office Fax</td>
<td>(406) 338-7898</td>
</tr>
<tr>
<td>BCC Main Fax</td>
<td>(406) 338-3272</td>
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<tr>
<td>Financial Aid Fax</td>
<td>(406) 338-3776</td>
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<tr>
<td>Website</td>
<td><a href="http://www.bfcc.edu">www.bfcc.edu</a></td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="http://www.bncvirtual.com/blackfeet">www.bncvirtual.com/blackfeet</a></td>
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## Memberships

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<tr>
<th>Organization</th>
<th>Description</th>
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<tbody>
<tr>
<td>AACC</td>
<td>American Association of Community Colleges</td>
</tr>
<tr>
<td>AACRAO</td>
<td>American Association of Collegiate Registrars &amp; Admissions Officers</td>
</tr>
<tr>
<td>AIBL</td>
<td>American Indian Business Leaders</td>
</tr>
<tr>
<td>AICF</td>
<td>American Indian College Fund</td>
</tr>
<tr>
<td>AISES</td>
<td>American Indian Science and Engineering Society</td>
</tr>
<tr>
<td>ACTE</td>
<td>Association for Career &amp; Technical Education</td>
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<tr>
<td>AHEAD</td>
<td>Association on Higher Education and Disability</td>
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<tr>
<td>AIHEC</td>
<td>American Indian Higher Education Consortium</td>
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<tr>
<td>AMP</td>
<td>Accelerated Mathematics Program</td>
</tr>
<tr>
<td>ASPIRE</td>
<td>Association of Special Programs in Region Eight</td>
</tr>
<tr>
<td>MACRAO</td>
<td>Montana Association of Collegiate Registrars and Admissions Officers</td>
</tr>
<tr>
<td>MIEA</td>
<td>Montana Indian Education Association</td>
</tr>
<tr>
<td>NACE</td>
<td>National Association of Colleges &amp; Employees</td>
</tr>
<tr>
<td>NASFAA</td>
<td>National Association of Student Financial Aid Administrators</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission of Colleges &amp; Universities</td>
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<tr>
<td>SHRM</td>
<td>Society for Human Resource Management</td>
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Campus Security

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

The Clery Act requirements mandate:

- 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 se-
rious 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 notice 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 but are not sworn law enforcement. Therefore, any action that requires law enforcement is turned over to the Blackfeet Tribal Police Office and Glacier County Sheriff’s Office. BCC Security has a close working relationship with Tribal Law & Order and Glacier County Sheriff’s Office.

BCC coordinates with local law enforcement agencies for services relating to crime reports and investigations, campus emergencies, and traffic accidents. The enforcement of institutional regulations regarding alcohol consumption, controlled substances, weapons possession, and other incidents classified as Clery Act crimes are to be filed with the campus Security Patrol Officer and statistically published in the annual security report.

The annual security report is required to be published on October 1st of each year, and a crime log is available upon request from the Security Patrol Officer, Title III Programs Director, and Human Resources Office. Copies may also be accessed online at [https://bfcc.edu/campus-security/](https://bfcc.edu/campus-security/)

Contact Security Patrol Officer at 406-338-5441 ext. 2263 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 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 emergencies, the closing will be announced on the following radio station(s): KSEN AM 1150 & KZIN FM 96.7, KBWG 107.5, RAVE alerts, and posted on the BCC Facebook page. https://www.getrave.com/login/bfcc

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, the 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 they abide by the following:

- Do not violate any Blackfeet Community College policy
- Do not violate federal, tribal, state, or local laws or regulations.
- Do not involve significant use of college resources, add direct costs, or interfere with the performance of employee work duties
- Do not result in commercial gain or private profit
- Do not involve accessing, uploading, downloading, transmitting, displaying, or distributing obscene or sexually explicit material; racially bigoted or hate material; obscene, abusive, or sexually explicit language; racially bigoted, hate, or explicit language
- Do not make unauthorized copies of proprietary software or offer unauthorized copies of proprietary software to others
• Do not copy someone else’s files or programs, or examine such information unless authorized by the owners

• Do not reproduce or distribute of copyrighted material without explicit permission

• Do not use for any political or commercial purposes

• Do not attempt to circumvent any computer security methods or operating systems

• Do not interfere with the work of others on the network, disrupt the network, or engage in any uses that result in the loss of another user’s files or systems

• Do not knowingly or maliciously transmit files that contain a virus or corrupted data

• Do not use in any manner that is malicious, harmful, obscene, or unethical

All users are expected to conduct themselves responsibly and in accordance with all 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.

**Campus Parking and Driving Policy**

This policy applies to all individuals who operate a motor vehicle on the 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**

BCC recognizes all tribal, federal, state, and local laws and requires 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, at on-campus activities, and/or other BCC-sponsored events. Violations of this policy may result in probation, suspension, or dismissal from campus or BCC-sponsored events.

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 personal medications prescribed by a physician under federal law.

No student shall bring onto 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 authorized fundraising activity.

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

**Tobacco-Free Building**

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

**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 damaging, tampering with, dismantling, or disconnecting fire safety systems or equipment
Firearms/Fireworks
Firearms, weapons, and/or fireworks of any type are not allowed on the Blackfeet Community College campus at any time.

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

Student Complaint Reporting
When students encounter problems, on campus that they do not know how to resolve, they should contact Student Service representatives who can then work with them to resolve the issue. Many problems are resolved when a student makes an appointment with their advisor, counselor, faculty, staff member, or division chairperson and calmly and honestly communicates the complaints or concerns before they advance their grievance.

Americans with Disabilities Act
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled at Blackfeet Community College are entitled to “reasonable accommodations.” Please notify the Disability Services Coordinator 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. The instructors or another Blackfeet Community College employee will make sure the classroom/office is evacuated, close the door upon leaving the room, and accompany students to the safety zone.
Location
Blackfeet Community College is located on the Blackfeet Indian Reservation on Highway 2 & 89 in Browning, Montana. The campus headquarters’ physical address is 504 Southeast Boundary Street, located in the administration area 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, except for restricted and high-security areas, is accessible to the public during normal building hours of 8:00 a.m. to 5:00 p.m. (time, place, and manner restrictions apply). Except for essential personnel and services, and others as designated, buildings are locked and access is permitted only with proper authorization from the college president after hours. Individuals must provide identification and/or facility use agreement after normal building hours for after-hours activities.

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

1. Administration Addition

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

Beaver Painted Lodge serves as the campus headquarters. Administrative offices (President’s Office, Administrative Assistants for President and Academic Affairs, Human Resources Office, Business Office, Office of Research, Grants, and Contracts, and Security Office) are located at the south entrance. The Office of Student Success (including Provost, Student Success Center, Registrar’s Office, Financial Aid Office, Admissions, and Behavioral Health Division offices) is conveniently located at the mid-
dle entrance of the Beaver Painted Lodge. 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 the Liberal Arts Division offices, Piikani Studies Division offices, classrooms and computer labs.

The Blackfeet Community College Bookstore provides textbooks, school supplies, office supplies, 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 Friday.

You may contact the Bookstore for more information on refunds for textbooks/return policy/book buyback. Updated Student IDs are required for all purchases and returns 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. Natoi-ksis-kom / Medicine Spring Library

Medicine Spring Library provides a full range of information services to students, faculty, staff, and the community at large. Resources include 20,000 books; 125,000 e-books; 132 magazine, journal, and newspaper titles; videos; DVDs; and 7 database collections. 14 public computers are available as well as 10 laptops for student checkout. All computers have access to the Internet, and Wi-Fi services are available both in the building and in the parking lot.

Patrons can borrow items not available in the library through Interlibrary Loan services.

As the designated Tribal Library and Archives, Medicine Spring Library continues to develop and maintain special collections of resources relating to Blackfeet culture and history. A digitized video collection is available online.

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

4. Highwinds Building
The Highwinds Building, previously known as the Technology Building, is a multipurpose facility located on the main campus just off-highway. The facility accommodates classroom space and has been revitalized in response to COVID-19 social distancing protocols.

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

6. Custodial Storage
The custodial building is the headquarters for custodial storage and supplies.

7. Ashes Chief Building
The Ashes Chief Building is an experiential learning classroom and is also used for ceremony requests. Solar upgrades were made in spring 2021.

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

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. Solar upgrades in spring 2021.

10. Little Star BCC Child Care
BCC Daycare provides community childcare services (0-3 years of age) for students, staff, and faculty on campus. Solar upgrades in spring 2021.

11. Muskrat Lodge
The Multimedia Communications Office is located on the south side of the building. On the north side of the building, the Liberal Arts department has a sponsored student art room for campus art projects. Solar upgrades in spring 2021.

12. Medicine Shield Fitness Center
The Fitness Center is located on the east side of the 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 and a facility to exercise and maintain physical fitness. Hours of operation are 7:00 a.m. – 6:00 p.m. Monday through Thursday and 7:00 a.m. to 1:00 p.m. on Fridays (Closed on Saturday and Sunday). Solar upgrade spring 2021.
13. Ohtokwii Piiksakii / Yellow Bird Woman Lodge
The Yellow Bird Woman is a newly constructed facility on campus. The building opened fall semester of 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. A model classroom has computer lab capabilities for testing.

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

15. Kutoyis Building
The Kutoyis Building is located on the west side of campus across U.S. Highway 2 & 89. The building includes office space for Institutional Development staff, including the USDA Extension Office and Native Science Field Center. There are two small classrooms and a shop area.

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 crosswalk. Access to the facility is limited upon request by campus departments and divisions through maintenance.

18. Greenhouse 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 the traditional wisdom of past generations with solar power and new technologies. The facilities provide space for an off-grid facility that operates from solar energy and a climate-controlled facility to grow plants in the winter.
Enrollment Services

Office of Admissions

The Admissions Department is located in the Beaver Painted Lodge and is the first point of contact on your educational journey. Visit our office and find out how to become a student at Blackfeet Community College. BCC offers Bachelor of Nursing, associate degrees, one-year certificates, and continuing education classes. We invite you to our campus to pursue degree programs, courses, and services within our campus.
Blackfeet Community College does not discriminate based on age, color, religion, creed, disability, marital status, veteran status, national origin, gender, or sexual orientation. The admissions process is based on self-selection, and BCC encourages individuals who feel their educational needs will be met by the programs and services offered by the college to seek admission.

Admission to degree/certificate programs and classes, except for selective programs, is open to anyone who has earned a high school diploma from an accredited high school or received a high school equivalency diploma (GED, HiSET) or is dual-enrolled as a high school student. (See Selective Program Admission below.)

The admissions file, complete with all records listed below must be submitted to the admissions office before registration in any BCC course.

**Admission Requirements**

Applicants are responsible for submitting applications for admission and must verify required documents. For both degree and non-degree seeking students, a complete file consists of the following:

1. A completed application for admissions
2. Official certified high school transcript from an accredited high school with a displayed graduation date or an official transcript of GED/HiSET scores
3. Immunization records for anyone born on or after January 1, 1957. Must list 1st and 2nd dose of measles, mumps, and rubella (MMR)
4. Certificate of Indian Blood (CIB), If enrolled or a descendant of a federally recognized Indian Tribe
5. Official College Transcripts from all colleges previously attended. (Must be sealed and sent directly from the institution(s))

Application records are housed in a secure file and saved indefinitely. If you are reapplying after three or more years, you will need to submit a new application for admissions and any documentation that may have changed, such as name change, military status, or enrollment status. If you are a previous student who submitted documents and has a complete file, you will not have to resubmit those documents.

**Admissions Application**

Admissions applications are available online on our website: [www.bfcc.edu/apply](http://www.bfcc.edu/apply)

Once you submit your application, you will be issued a checklist informing you of the documentation needed. You can upload your documents online. You may also fax, email, or drop off documents. Once your file is complete, you will receive a confirmation of your admission.
Immunizations

Montana law requires immunization records from all degree-seeking students, and non-degree-seeking students, born on or after January 1, 1957. Proof of two doses of measles, mumps, and rubella (MMR) immunizations must be provided before students can be allowed to register.

If medical records of immunization are not available, records from physicians’ offices or health departments may be substituted with official signatures to verify authenticity.

If no records are available, applicants must comply with one of the following options: (1) get immunized and submit written medical verifications signed by licensed physicians, (2) provide notarized religious forms or medical exemption forms, or (3) provide blood test results showing immunity.

Certificate of Indian Blood

A Certificate of Indian Blood (CIB) is a document/letter providing proof of membership in a federally recognized tribe. Tribal ID cards are not an acceptable document for a complete file.

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

Official Document Request Form

Complete and request documents as earlier as possible upon applying to Blackfeet Community College. The Admissions Office can assist you with a document request form. Please see the admissions office to request a form. Document requests can be faxed, scanned, or emailed to obtain the needed documents for your file. Please remember this is your responsibility to complete your student file.

Admissions Holds

Failure to provide the documents necessary for a complete file before registration can hinder your access to financial aid, transcripts, and or diploma.

Acceptance

When a student is successfully admitted, they may then register for courses. All students are required to attend orientation and the registration process.

Advisors

Your assigned advisor will help you with your program of study, design an educational plan, and prepare you for 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. During orientation, students are provided information on registration, advising, and other services available to them.

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

Selective Program Admissions:
A letter of special admissions is required with BCC admissions application for the following programs of study:
BSN Nursing Program
2+2 Programs in Elementary Education, Social Work, and Business

Dual Enrollment
Dual enrollment is available to eligible high school juniors, seniors, and those students at least 16 years of age the opportunity to get an early start on their college education with classes offered at a significantly reduced cost. Students eligible for dual enrollment will be granted $25.00 per credit; there are no fee associated with dual enrollment.

High school students can earn college credit, however, each participating high school determines course acceptance and credit equivalency.

Classes taken as part of dual enrollment are limited to college-level classes numbered 100 or above.

Students must maintain good attendance and academic standing in their courses. The credits earned are the beginning of the student’s college education and will remain on the student’s college transcript.

Applicants under the age of 18 are required to complete the following:
1. Dual enrollment form: written authorization from parents/guardians, high school counselor, high school principal.
2. Application for Admission, including:
   - Measles, Mumps, Rubella (MMR) immunization records
   - Certificate of Indian Blood (CIB), If
enrolled or a descendant of a federally recognized Indian Tribe

- Official High School transcripts, graduation date and signature required
- Placement testing and appointment with an advisor to have scores evaluated to determine college readiness

**Dual Enrollment Guidelines:**

- A maximum of six credits can be taken per semester.
- Students will be enrolled as “non-degree” status until completing the GED/HiSET or high school equivalency diploma. At that point, students can be enrolled as “degree” status.
- Because of federal regulations, financial aid is not available.
- An instructor in any course can recommend withdrawal if students are not socially and/or emotionally mature enough to fully benefit or if their participation should in any way slow the normal progress of the class.
- You agree to the course(s) attendance policy
- You agree and adhere to the registration drop/add dates and withdrawal period.
- You understand it is your responsibility to communicate questions, concerns, and issues regarding assignments, attendance, and any other notable situation that would affect your course.

**Auditing Classes**

Students must complete application for admission and register for course and will be charged tuition and fees. Paperwork will be given to student to be delivered to the Division Chair, student billing and Financial Aid.

**Disclaimer**

These policies and procedures are subject to change without notice per updates from the federal government and the Blackfeet Community College Admissions Office. The policies and procedures for this office are located in the admissions office.

**Admissions Contact Information**

Admissions Technician  
406-338-5421 ext. 2243  
Admissions Helpline  
406-845-4081

**Office of Financial Aid**

Financial aid is available to eligible students who without such help would be unable to attend college. The Blackfeet Community College Financial Aid Office administers federal, state, and institutional financial assistance including grants, scholarships, and student employment. Students applying for financial aid are considered for all programs for which they are eligible.
The Financial Aid Office adheres to federal compliance when determining a student’s need by utilizing a cost of attendance budget, the student’s Expected Family Contribution, and other estimated financial assistance determined by the ISIR (the Institutional Student Information Report, submitted by the student when they apply for financial aid by completing the FAFSA).

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

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

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

### Eligibility

To be eligible to receive financial aid, applicants must:

- Demonstrate financial need to further their education by completing a FAFSA.
- Be a citizen or an eligible non-citizen
- Be enrolled in 6 or more credits or accepted for enrollment as a regular student in an eligible degree or certificate program
- Maintain satisfactory academic progress in a declared course of study or certificate.
- Not be in default on any student loans
- Not owe repayment or overpayment on any grants
- Submit Institutional Financial Aid Forms

### Applying for Aid

1. Complete the U.S. Department of Education’s (ED) FAFSA online [https://studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa)
2. Add BCC’s school code 014902, a school code is an electronic mailbox.
3. Receive a Student Aid Report (SAR) detailing eligibility and EFC.
4. Submit additional verification * documents, if requested by ED or by BCC financial aid.
5. Complete work-study employment forms, if applicable.
1. ED processes and calculates student EFC

2. The BCC Financial Aid Office receives Institutional Student Information Record (ISIR) that indicates student eligibility and estimated family contribution (EFC). The ISIR Comment Codes (C) will determine if the student requires additional documents or is eligible for the Pell Grant Award.

3. The Financial Aid Director determines the student’s eligibility for aid by referencing the student's academic history and creates a financial aid award letter for the bookstore and student accounts.

4. The Financial Aid Office sends the student a copy of their award letter to their student email.

**Family Educational Rights and Privacy Act aka FERPA**

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

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

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

[https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html?exp=0](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html?exp=0)

Notice to release these records requires a FERPA Release signed by the student, the release form can be found on the BCC website: [https://bfcc.edu/financial-aid/](https://bfcc.edu/financial-aid/)

**Financial Aid Degree Audit**

The Financial Aid Office will conduct a degree audit after acceptance for admissions. The audit clarifies which courses are necessary to complete a degree and the number of semesters it takes to complete the courses within the academic department to which the student applied.

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

Post Baccalaureate students seeking a Second Undergraduate degree are not eligible for financial aid, but it is highly recommended they submit a FAFSA. Although any federal financial aid eligibility may be limited or eliminated, the student can pursue alternative sources of funding for their education.

**Denial of Aid & Award Adjustments**

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

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

If there is a significant change in a family’s financial circumstances, the student should notify the Financial Aid Office in writing, explaining fully the changes that have occurred to request a revision of the financial award. In situations where BCC is unable to provide financial assistance, a student and/or their parents should investigate outside sources of aid not administered by BCC.

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

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

**Disbursement/Payment of Funds**

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

Buying Textbooks with Financial Aid
Books and supplies can also be purchased with financial aid funds at the bookstore or online from the bookstore website [www.bncvirtual.com/blackfeet](http://www.bncvirtual.com/blackfeet). An award letter will be issued to aid in this process. See Award Letters for information.

Student Housing
No on-campus housing is available at BCC at this time.

Expected Family Contribution (EFC)
Financial need is determined by the U.S. Department of Education using a standard formula to evaluate the financial information reported on the FAFSA and to determine the family EFC. The fundamental elements in this standard formula are the student’s income (and assets if the student is independent), the parents’ income and assets (if the student is dependent), the family’s household size, and the number of family members (excluding parents) attending postsecondary institutions.

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

The Student Data Form, Declaration of Major for Financial Aid, and the Foundry Training are available on the website [https://bfcc.edu/financial-aid/](https://bfcc.edu/financial-aid/)

Verification Process
A student applying for financial assistance can be selected for a process called verification by the U.S. Department of Education or selected by the BCC financial aid office.

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

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

No financial assistance will be awarded until the verification process is completed.

Types of Aid Disbursed by the Office of Financial Aid
Aid available at Blackfeet Community College includes Title IV Funding, Federal Pell Grant, FSEOG, student employment, and scholarships.
Federal Student Aid/Title IV
The U.S. Department of Education grants Title IV student financial aid to eligible students. BCC accepts Federal Pell Grants and Federal Supplemental Educational Opportunity Grant (SEOG). Federal student aid covers educational expenses such as tuition and fees, books, and supplies.

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

Eligibility is based on the student’s and, if dependent, parents’ income and assets. The award is to be used solely for educational expenses, which include tuition, fees, books, and supplies. Maximum Pell Grant Eligibility at a two-year institution is approximately 90 attempted credits.

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

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

Student Work Waiver Employment Program
Students will be eligible to apply for (tuition only) work waivers if ineligible for Title IV financial aid and other types of aid. Ineligibility for financial aid may be determined for the following reasons: BIA funds are not available, suspended from Title IV funds, credit capped, LEU has been exceeded, student loan defaults, or no available funding.

The work waiver program is designed to assist with part-time employment with no work benefits to attend BCC.

The work waiver program is contingent upon the current circumstances regarding the pandemic now and in the future.
Scholarships

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

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

Scholarship awards depend on the availability of funds from the donors and apply directly to student accounts first for tuition/fees, unless otherwise specified in the award letter. Donors send the funds to BCC and, once received by the business office, funding will be applied to the student's account. Refunds depend on the student’s cost in tuition and fees.

Scholarships are awarded based on:
- Academic aptitude, achievement, talent, and promise
- Financial need (FAFSA will determine need)
- Citizenship and character

Scholarships are available at BCC
- **AARP “Honor Your Elders” Scholarship:** Tribal members have a tradition of honoring their elders, and what better way to carry on that tradition than by acknowledging the continued respect and admiration we have for those whose life experiences help mold future generations. We are proud of the role we play in telling the stories of the strong heritage of Honoring Elders among Montana's American Indians. Our State President and lead, Al Ward, has the honor of announcing the AARP scholarship each year in the Fall semester. Eligibility: Currently enrolled and in good standing at the Blackfeet Community College and in pursuit of an associate or bachelor’s degree at BCC. The scholarship is to be used solely towards tuition expenses and not for living expenses such as rent, food, or utilities; Must submit a 500 to 1,000-word essay on the topic “How do you honor or have honored your elder/elders?” Upload the completed application and photo release to the BCC Financial Aid Office. [www.aarpmt.org](http://www.aarpmt.org)

- **American Indian College Fund:** American Indian College Fund scholarships usually become available each year. Students must reapply for the scholarships each year online. Amounts and criteria vary each semester. Special scholarships will be awarded based on meeting criteria standards stipulated by special scholarship donors. Students can access applications at [http://www.collegefund.org](http://www.collegefund.org)

- **American Indian Graduate Center:** To be eligible, students must be seeking a full-time degree at a nationally or regionally accredited higher education institution in the United States. All applicants must be able to demonstrate
tribal affiliation through the submission of a Tribal Eligibility Certificate. Each opportunity has specific affiliation requirements; please review the specific criteria to ensure eligibility. The TEC is due on the day the application is due. Individuals applying for multiple opportunities should submit just one TEC to the American Indian Graduate Center. All applicants must submit a Financial Needs Form (FNF), due by July 15 each year, and the Free Application for Federal Student Aid (FAFSA). https://www.aigcs.org/scholarships-fellowships/

- **American Indian Science and Engineering Society (AISES):** The American Indian Science and Engineering Society (AISES) helps students move forward in their educational journeys by providing a wide range of programs and scholarship opportunities. AISES scholarships help students acquire skills and training that will help them meet the unique STEM needs of our communities. Students are encouraged to apply for all the scholarships they are eligible for. To apply, students must be AISES members. https://www.aises.org/students/scholarships

- **AMP Scholar:** Students with strong interpersonal skills who are enrolled in a STEM discipline at one of our partner institutions, are seeking or are involved in research activities with a mentor, and have a 2.5 or greater GPA are eligible for consideration into the AMP Scholar Program. https://new.anamp.org/amp-scholar/

- **Blackfeet Higher Education Program:** Grants of approximately $3000 per year will be awarded to students who are enrolled members of the Blackfeet Tribe and actively pursuing an undergraduate degree. Students must submit an application packet by the deadline and provide documentation required, including certification of Blackfeet blood. For information, call (406) 338-7539 or go to www.blackfeetnation.com

- **Cobell Scholarship:** The Cobell Scholarship, administered by Indigenous Education, Inc., provides opportunities for American Indian and Alaska Native college students by empowering them with an engaging scholarship experience designed to support their success in higher education. https://cobellscholar.org/

- **First Time First Year Scholarship:** BCC offers recent (within one year) high school/HiSet graduates who have not attended any post-secondary institution before attending BCC, one-semester tuition-free at BCC. This scholarship does not include fees or textbooks. Contact Admissions for more information.

- **Glacier Electric Cooperative:** Glacier Electric Cooperative annually sponsors one full tuition and fees scholarship to be used at Blackfeet Community College in Browning, MT. The applicant must be enrolled in the Pre-engineering program at Blackfeet Community College in the fall of the current year. http://www.glacierelectric.com/

- **Senior Citizen Scholarship:** Any stu-
dent 60 years or older who is ineligible for any other financial aid will receive a semester tuition-free. This scholarship does not include fees or textbooks. Contact Student Billing for more information.

- **Spirit of Sovereignty:** The Spirit of Sovereignty is designed to provide scholarships to deserving students each year at each of 36 tribal colleges, where Native American students are encouraged to learn more about their history, culture, and languages. Recipients of the Spirit of Sovereignty scholarship are selected by the tribal colleges that participate in the program. The college will select those students they feel are the most deserving and have the most need. Scholarships are flexible, and the funds can be used for educational-related expenses. This includes tuition, books, gas, childcare, travel expenses, and more. Students, please do not contact Spirit of Sovereignty directly; instead, contact your tribal college’s Office of Financial Aid to offer more information.

**Scholarships outside BCC:**
The Financial Aid Office has postings about widely available scholarships, as well as scholarships that may be specific to the student. An advisor within the major should also be able to direct students to scholarships intended for those in their field of study, and faculty can be a valuable resource. Free online search tools, like Scholarship.com, can also be helpful. While this can be a good way to learn about scholarships, it’s important to understand that those found online are easily accessible, making them more competitive.

www.fastweb.com or www.scholarships.com

**Tip:** Create a personal email account dedicated to scholarship searches.

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

- **Vocational Rehabilitation:** Students who meet eligibility criteria can receive assistance through Vocational Rehabilitation. For more information, contact the BCC Disabilities Office, or contact the Voc-Rehab officer or campus disabilities coordinator.

**Loans**
Blackfeet Community College does not participate in any of the federal student loan programs at this point. This may change without notice.
Currently, BCC does not provide federal student loans to incoming students but does give out loan deferment forms if identified by the ISIR or self-identified by the student, 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 to defer the student’s student loan. It is the student’s responsibility to return the deferment form to their loan provider.

Loans are available to students upon transferring to a university. The U.S. Department of Education’s federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is the lender.

Before taking out a loan, it’s important to understand that a loan is a legal obligation that makes the student responsible for repaying the amount they borrow with interest.

Even though the student doesn’t have to begin repaying their federal student loans right away, students who received a loan shouldn’t wait to understand their responsibilities as a borrower.

Types of Direct Loans available from the Department of Education

Though BCC does not currently participate in loan programs, the following information is provided to educate students.

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

Pell Grant Payment Policy

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

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

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

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

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

Reasons Why the Financial Aid Award May Be Adjusted
Changes in funding: The financial aid award is based on projected funding from federal, state, and reported sources. If the projected funding is more or less than the actual funding available, the financial aid award will be adjusted to reflect these changes.

Changes in federal regulations: All federally funded programs are subject to change at any time as a result of legislative action.

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

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

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

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

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

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

Taking coursework not required for current program: A student may only receive financial aid funds for courses that count towards their current declared degree/certificate. To comply with this regulation, BCC must track the courses that a student is registered for and ensure that they count towards their current declared degree or certification program. Students, please keep track of the education planner and academic evaluation regularly to track your program progress.

**Class attendance:** Students must attend class to receive their financial aid. Course instructors will report attendance after the first 14 calendar days of a 15-week semester, or the first seven calendar days of a non-15-week semester. This date is also known as the financial aid census date.
If students are reported as not attending a course, the course credit hours cannot be included in their financial aid award. The reduced number of credits may reduce the amount of financial aid they are eligible to receive. When instructors report students’ attendance, the students’ award will be adjusted. If students have not been attending class but wish to start attending, they should see their instructor and a counselor; any financial aid adjustments will be determined by the outcome.

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

**Financial Aid Needs Analysis**

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

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

These funding resources may include grants, loans, scholarships, the Estimated Family Contribution (EFC), and private funds.

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

FNA requests are submitted to the BCC Financial Aid Office by request. A student’s financial aid FAFSA must be completed before an FNA request can be accepted.

BCC cannot complete an FNA for a student with an incomplete FAFSA. This assures that the college is providing the agency the most accurate financial aid information.

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

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

Below are the steps to complete the FNA Request:
1. Go to the BCC website.
2. Click on Financial Aid on the navigation bar.
4. Click 'Submit' and allow 2 business days to complete and submit the form to the student.

**Disbursement Deadlines**

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

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

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

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

**Satisfactory Academic Progress (SAP)**

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

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

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

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

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

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

**SAP Criteria**

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

**Quantitative:**

**Completion ratio:** For attempted credits for the associate degree, students must complete a minimum of 67% of the cumulative credit hours attempted (cumulative earned hours ÷ cumulative attempted hours) during a given semester.

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

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

Students who reach the maximum time frame will be suspended from receiving financial aid. Enrollment periods that a student does not receive financial aid for are counted toward the maximum time frame.

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

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

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

In December 2011, President Obama signed into law the Consolidated Appropriations Act 2012 (Public Law 112-74). This law has significantly impacted the Pell Grant Program. Beginning in Fall 2012, students are now limited to 12 semesters or 600% Lifetime Eligibility of Pell Grant.
This affects all students regardless of when or where they received their first Pell Grant. You may not appeal your LEU percentage if it is maxed out. The lifetime limit of the federal Pell Grant a student may receive is an equivalent of six years of full-time enrollment, and if students are enrolled full time for both fall and spring, this is an equivalent of 100% for the academic year.

Students who are currently receiving Pell Grant and would have reached or exceeded their Lifetime Eligibility Used (LEU) (600%) will no longer be eligible to receive Pell Grant starting Fall 2012.

For more information, visit [https://studentaid.ed.gov/sa/types/grants-scholarships/pell](https://studentaid.ed.gov/sa/types/grants-scholarships/pell)

Decline or Returning Pell Grant Funds

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

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

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

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

The Pell Grant funds must be returned to Student Accounts, which will contact the Financial Aid Office once the full payment of Pell Funds are received and may not be available to the student when the academic year has ended. There is no guarantee that the student will receive future Pell funds because eligibility is determined annually with a current submission of the Free Application for Federal Student Aid (FAFSA).

**Academic Status**

Financial Aid status will be determined by the BCC Financial Aid Director. The student’s academic status/history is checked at the beginning and end of each semester based on the student’s current enrollment.

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

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

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

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

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

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

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

**Grade Point Average (GPA)**

The qualitative standards of academic progress are based on a cumulative GPA of 2.00. Also, to meet the quantitative satisfactory progress, students must complete the minimum number of 67% of credits attempted to maintain satisfactory academic progress.
Credits earned from the grades of A, B, C, D, F, and W, are considered graded credit hours attempted and affect the GPA, completion pace, and credit count.

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

- **Incomplete (INC) or Withdrawal (W):** Not calculated in a student’s GPA but counted towards a student’s attempted coursework for the semester. If the course is retaken, only the new grade will be calculated in the student’s cumulative GPA, but both attempts will be counted towards a student’s cumulative attempted coursework. Students are cautioned to meet with an academic advisor before course withdrawal, since an accumulation of a W grade may impact the quantitative component of SAP and eligibility for financial aid.

- **Failure (F):** Calculated in a student’s GPA and counted towards a student’s attempted coursework for the semester. If the course is retaken, both the F and the new grade will be calculated in the student’s cumulative GPA, and both attempts will be counted towards a student’s cumulative attempted coursework.

- **Repeat (*R):** If a course is repeated, the original course will be marked *R when the student passes the repeated course. The original attempt will count towards a student’s cumulative attempted credits, but not towards their GPA. Students only receive federal financial aid for one repetition (repeat) of a previously passed course.

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

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

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

**Declared Academic Major or Declared Program of Study:**

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

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

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

**Second Associate Degree**
The student may apply for financial aid for a second associate degree after reapplying for admission to the college and must state their intentions to earn a second associate degree.

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

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

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

**Refunds/Cancellations**
Tuition and course fees will be canceled or refunded to a student who officially drops a class or classes, withdraws from, or changes enrollment status (for example, full-time to part-time) per the institutional refund and repayment policy. To view the current refund schedule and policy, please see the “Refund and Repayment Policy” in the student tuition and fee section of the catalog.

Refunds are returned in the following order:
1. Federal Pell Grant
2. Other Title IV assistance
3. State Tuition Assistance Grants (if applicable)
4. Private and institutional aid
5. The student

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

The cost of drop/add is $5.00 per drop/add submitted after the first week of classes. Mandatory fees, late registration fees, drop/add fees, and service fees are non-refundable per business office policy.
The portion of tuition refund/cancellation is computed from the first day of the term, not from the class meeting pattern.

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

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

**Drop/Add/Withdrawal Policy**

All students who are dropping/adding or withdrawing must visit with the Office of Financial Aid to discuss the impact of withdrawal or drop/add on scholarships, federal financial aid, or any other form of financial aid.

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

**Official Withdrawal**

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

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

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

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

**Unofficial Withdrawal**

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

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

Fall full-term course 60% date is at the mid-term dates. Spring full-term course 60% date is at midterms.

The 60% date will vary for courses that do not run a full term (such as short-term classes and summer classes).

Return of Title IV Funds (R2T4)

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

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

- In the case of a student who officially withdraws, the date of withdrawal is reported to a counselor or the Registrar.
- In the case of a student who unofficially withdraws, the drop out date, which is the last recorded date of class attendance as documented by the course instructor(s) and Registrar.
- The Registrar’s Office determines and documents the last recorded date of attendance in consultation with the student's instructors.
- In the case of a student who is expelled, the date of expulsion.
- If the student has overpaid federal money, repayment is expected of the student.
- The Business Office is required by federal statute to calculate the percentage of earned Federal student aid received or pending to be received and to return the unearned funds for a student who withdrew, was terminated, or failed to return from an approved leave of absence.
- Funds returned to the Department of Education do not cancel out the funds owed to Blackfeet Community College.
- Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:
  - Percentage of aid earned = the number of days in the payment period completed up to the date of determination that the student withdrew divided by the total number of days in the payment period.
- Any break of five days or more is not counted as part of the days in the term.

Overpayment

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

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

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

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

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

Financial Aid Termination

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

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

Institutions Responsibilities, in regards to Title IV, HEA Funds

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

• If less Title IV aid has been disbursed than the student has earned, a post-withdrawal disbursement will be calculated and must be offered.

• The institution will always return all of the excess funds, including funds the Return of Title IV calculation identifies as the student’s responsibility to return.

• Student Financial Aid Rights and Responsibilities

• Any notification of withdrawal should be in writing and sent to the Registrar’s Office.

• Student may rescind their notification of intent to withdraw.

Submissions of intent to rescind a withdrawal notice must be filed in writing with the Registrar’s Office. These notifications, to either withdraw or rescind to withdraw, must be sent to the Registrar’s Office.

• Students must repay any funds to BCC that were disbursed to the student for which the student was determined to be ineligible via the R2T4 calculation.

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

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

**Appeal Process**

To appeal, obtain an SAP Appeal Form from the Financial Aid Office and provide the following:

1. A typed, signed letter no longer than one page, addressing why the student failed to make SAP and what has changed that will now allow them to progress successfully.

2. Educational Planner updated with future semesters and signed by the student’s advisor.

3. Supporting documentation for the appeal and/or evidence of how the problem has been resolved or alleviated.

Return the Appeal Form and all documentation to the Financial Aid Office.

**Appealing**

A student who loses their Title IV eligibility due to their inability to make satisfactory academic progress has the right to appeal the suspension based on extenuating circumstances.
Once the appeal is received, the Financial Aid Committee will evaluate and decide on the appeal.

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

**Appeal Decision**

**Approved**
Students with an approved appeal are placed on probation and are eligible to receive funding on a probationary basis. Approved appeals require that certain terms and conditions be met to maintain financial aid eligibility.

A student may be required to earn 100 percent of the credits they attempted each semester with a grade of “C” or higher in each registered course at the time of appeal. Course changes submitted with the appeal application may null and void the submitted appeal.

**Tabled**
Appeals may be tabled for additional documentation, further explanation, current or mid-term grades meeting SAP, receipt of transcripts from transfer colleges, or any other appropriate materials deemed necessary for a decision to be made.

**Denied**
Students will be informed of the reasons for the denial of their appeal and provided with an explanation of how they can restore Financial Aid eligibility. All decisions are final and cannot be appealed.

**Financial Aid Appeal and Scholarship Committee**
The Committee has authority over all appeals and consists of:
1. Financial Aid Director
2. One administration representative
3. One faculty representative
4. One staff representative

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

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

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

The use or possession of alcohol or drugs is prohibited on the campus of Blackfeet Community College and at all college-related activities. Any violation will be subject to city, state, and national laws. This prohibition extends to any person on the college campus, whether they are a member of the college community or not.

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

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

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

The Clery Act is named in memory of 19-year-old Lehigh University freshman Jeanne Ann Clery, who was raped and murdered while asleep in her residence hall room on April 5, 1986. Jeanne's parents, Connie and Howard, discovered that students hadn’t been told about 38 violent crimes on the Lehigh campus in the three years before her murder. They joined with other campus crime victims and persuaded Congress to enact this law, which was originally known as the “Crime Awareness and Campus Security Act of 1990.”

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

The law was most recently amended in 2000 to require schools beginning in 2003 to notify the campus community about where public “Megan's Law” information about registered sex offenders on campus could be obtained.
Community members, students, faculty, staff, and guests are encouraged to report all crimes and public safety-related incidents to the BCC Campus Security Office promptly. All incident reports are reviewed and distributed to the proper authorities. Incidents involving students will be forwarded to the Provost/Vice President of Academic Affairs for review and potential action.

Statistics will also be presented on incidents of a more minor nature, such as petty theft and campus accidents. BCC will prepare an annual report of crimes and incidents that will cover the preceding two years for which information is available, accessible on the BCC website.

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

Financial Aid System
The College uses an integrated software program to maintain financial aid awards, monitor eligibility requirements, and verify the accuracy of student accounts as approved by the Department of Education. The Department of Education requires schools to meet the hardware and software requirements per the most recent Federal Student Aid Technology Standards and Products Guide to support FSA’s implementation. The college currently meets the minimum technical specifications needed to use the designated electronic process in the administration of the Student Financial Aid (SFA) program.

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

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

Consumer Information
Title IV regulations require a college to publish and distribute consumer informa-
tion 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.

BCC’s substance abuse and alcohol policy, sexual harassment policy, annual security report, and other consumer information can be found on our website or in print, located on campus, in staff offices throughout campus, or in the BCC student handbook.

Disclaimer
This information is accurate at the time of publication but is subject to change without notice per the Department of Education rules and regulations for compliance. 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
Building: Beaver Painted Lodge
Open: Monday-Friday
Hours: 8:30 am – 4:00 pm
Phone: 406-338-5421
Financial Aid Director @ ext 2245
Financial Aid Technician @ ext 2246
Fax: 406-338-3776
Email: fin_aid@bfcc.edu

Mailing Address:
ATTN: Financial Aid
PO Box 819
Browning, MT 59417

Student Accounts
Building: Beaver Painted Lodge
Open: Monday-Friday
Hours: 8:30 am – 4:00 pm
Phone: 406-338-5441, ext. 2229

Blackfeet Community College’s school code is 014902

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

The SAO is open Monday through Friday, 8:00 a.m. through 4:30 p.m., Mountain Standard time, excluding college holidays. Students and individuals authorized by students to access student account information may contact the SAO 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 registering, class attendance, or participation in other activities associated with enrollment at Blackfeet Community College, the student willfully accepts financial responsibility for all charges incurred and assessed to their student account.

Charges include those for tuition, mandatory fees, library fines, bookstore charges, non-refunded fees, 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.

Student Charges

Student charges are posted each semester to the student’s account and applied to all scholarships received by a student until the student’s account is paid in full. After all student charges are paid, any scholarships received will be disbursed to that student.

The following are the student charges and their descriptions for each semester:

- **Tuition** - Fee paid for instruction for higher education (post-secondary)
- **Registration Fee (Non-refundable)** - Fee paid for registering for classes each semester.
- **Building Fee** - Fee paid for use of the facilities (classroom, computer room, etc.) each semester.
- **Computer Fee** - Fee paid for use of the college’s computers on-campus; including email and access to online records and learning platforms.
- **Activity Fee** - Fee paid for involvement in student organizations (AIBL, AIHEC, etc.), intercollegiate sports (basketball, rodeo, etc.), and/or academic activities.
- **Admission Fee (Non-refundable)** - A one-time fee at the current rate (see the SAO for amount).
- **Drop/Add Fee** - A $5.00 fee is charged for students who drop or add a class after the Drop/Add Date (aka Census Date). Note: Each student who drops or adds will be charged once a semester.
- **Lab Fee** - Fees that are affiliated with certain courses that require field trips, science labs, nursing labs, etc.
- **Nursing Fee** - A $350.00 fee that is charged at the beginning of every semester. This fee includes the payment of nursing supplies and for the student’s travel. Note: This fee is only for students
approved by the Nursing Program.

- **Bookstore Charges** - Student charges made at the BCC Bookstore and/or online MBS Direct.

- **Meal Plans** - Students can sign up for a meal plan each semester at BCC’s Snack Bar.

- **Tuition Waivers** – For waiver of tuition only. Fees, books, meal plans, etc. are not included and are the responsibility of the student. (See BCC Tuition Waivers.)

**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 concerning their education records.

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

**Billing and Due Dates**

Blackfeet Community College sends out statements every year (before June 30th). Students can also request their bills 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 the 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 most students fall under low-income economic status. Most BCC students receive financial assistance that pays for all or part of their bills. Those who do not receive sufficient financial assistance or are ineligible must make arrangements with the Business Office for Student Accounts to set up a payment plan.

**Financial Penalties**

Currently, the College does not have service charges or fines for non-payment of fees.

**Third-Party Billing**

The Business Office for Student Accounts offers billing and payment services, invoiced directly to third-party sponsors (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 Vocational Rehabilitation, Veteran’s Administration, Rural Employment Opportunities, Tribal Programs, to name a few.

To meet the requirements of FERPA (see FERPA guidelines) 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 SAO. Any such authorizing document must contain the following (authorizations that fail to meet any of these requirements may be deemed insufficient):

- Student’s full name
- Blackfeet Community College Student ID number (SID)
- Name, physical address, and email address of the sponsor
- Academic terms covered
- Types of charges covered (tuition, fees, books, etc.)
- The 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.

To ensure prompt processing, authorizations should be sent via email as PDF attachments to fernsf@bfcc.edu. If 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) 338-3776 or mailed to our office.

The SAO 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. If the authorization is sent before 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 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, responsibility for the repayment of their bill falls on the student.
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 their balance with 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 rises over $500 will need to make arrangements with the Student Accounts Specialist regarding a payment plan (see Enrollment in a Payment Plan).

**Note:** Students with an exceptionally high balance will need to get the Chief Finance Officer’s (CFO) approval. Otherwise, the student cannot register for classes unless they make a payment plan with the Student Accounts Specialist and make payments regularly (depending on the amount, 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, the financial hold may be lifted. Although the college does have a Student Payment Plan, the generally accepted method is through that student’s employer via payroll deduction. This can be done with the federal government and the tribe.

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

- The student fails to register for a term that the student would otherwise be expected to register for as a part of their 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 Student Accounts Office processes student refunds (aka disbursements) to students with a credit balance. Once the funds are posted to BCC’s bank account, the funds are disbursed within a week. BCC does not acknowledge award letters as being the actual money award; actual physical funds must be in the bank.

**Scholarships**

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

**Delinquent Accounts**

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

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

- The student fails to register for a term that the student 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 SAO accepts the following payment methods:

- Paper checks drawn from a US-based bank, and in US dollars (If the check is drawn on Canadian funds, then the current Canadian discount rate is determined.)
- Debit or credit card
- Cash
- Money orders
- Cashier’s check
- Personal check (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 are subject to a $5 return check fee.

**Cash**

Never send cash through the mail. Cash can be deposited with our cashier on campus between 8:00 a.m. and 4:00 p.m. Monday – Friday.

**Credit Cards**

Major credit cards such as Visa, MasterCard, and American Express are accepted. Credit card payments can be made in person or by phone (email is not permitted).

**Cashier Checks/Money Orders**

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

Normally, students with debt set up a payment plan. However, because this method is unsuccessful, the SAO recommends that students pay through a payroll deduction through their employer or start making payments on their accounts. BCC cannot legally pursue anyone who owes a bill. In addition, BCC does not send student bills to a debt collection agency, so it does not affect their financial credit.

BCC can, however, hold student requests for transcripts, document files, etc. until their bill is paid in full.

Tuition and Fees

As approved by the Executive Leadership Team on June 20, 2018, all additional fees will be posted in the current class schedule each semester.

Discount for Total Withdraw from Classes

- Before First Day of Classes = 100% Discount
- 1-5 Days of classes (Week 1) = 80% Discount
- 6-10 Days of classes (Week 2) = 60% Discount
- 11-15 Days of classes (Week 3) = 30% Discount

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

BCC Tuition Waivers

First Time First Year Tuition Waiver

For students who have graduated from an accredited high school or Hi-Set Program (formerly known as GED). The student has one year from the date of their high school/Hi-Set graduation to use at Blackfeet Community College. Applications can be picked up from the Admission Office.

Note: This waiver is for one semester only.

Elder Tuition Waiver

Applies to students who are at the age of 60 and over. Applications can be picked up at the Business Office.

Employee Tuition Waiver

Applies to Permanent Employees only.
- Full-time = 6 credits
- Part-time = 3 credits

An employee can fill out an Employee Tuition Waiver for their spouse and adult children (adopted children apply). Applications can be picked up at the Business Office.

Student Senate Waiver

Applies to students who are elected to the BCC Student Senate for one academic year at a time.
Blackfeet Community College  
Academic Year 2020-2022 Tuition and Fees  
With an Increase in Tuition from $110 to $120 per credit  
(Approved by the Board of Trustees at their regular scheduled meeting on July 28th, 2021)

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<th>Tuition Fee (4001)</th>
<th>Registration Fee (4002)</th>
<th>Building Fee (4004)</th>
<th>Computer Fee (4005)</th>
<th>Activity Fee (4007)</th>
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</table>

| Admission Fee | $30.00 Non-refundable |
| Lab Fees (Varies by Course) | Varies |
| Transcript Fee | $5.00 |
| Drop/Add Fee (after the drop/add date) | $5.00 |
| Nursing Fee | $350.00 |
| Online/Hybrid Fee (per credit) | $35.00 |
| ID Card Fee (1st ID is Free) | $5.00 |
Work Waivers

Are for students who are ineligible for Title IV (PELL) funding for the Following reasons:

- **Suspension** - (see Financial Aid Suspension under Office of Financial for definition)

- **LEU** - used up all their PELL and are at the 600% mark

- **Over the credit cap** (Associate Degrees are capped out at 90 credits or more)

- **Over Income**, based on the FAFSA’s EFC (Estimated Family Contribution), consult Financial Aid Office

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 (406) 338-5441, 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 all students who have attended or are attending BCC. The office administers academic services by providing transcripts, letters of certification, registration for classes, course closures, drop/adds of courses, course withdrawals, instructor withdrawals, and general academic information. The office maintains and updates academic records, interprets and applies academic policies, and certifies eligibility for certificates and associate degrees.

The office ensures the academic integrity, confidentiality, and security of student records in compliance with FERPA regulations. (For more information, see the FERPA section.)

The Registrar’s Office plans and implements commencement.

The Registrar’s Office also works with Institutional Research for reporting and data needs of the institution.

The Registrar’s Office works to build a positive relationship with students from orientation to graduation. If at any time you have questions, contact our office.

Academic Calendar

All pertinent timelines and deadlines are listed in the academic calendar. It is the student’s responsibility to adhere to the calendar. The calendar can be located in the BCC catalog and on the BCC website.
Academic Year

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

Class Attendance Policy

All full and adjunct faculty include their attendance policy in the course syllabus.

Students are required to attend class regularly. If a student must be absent, it is the student’s responsibility to notify the instructor and make up missed assignments, if allowed. It is also the student’s responsibility to track their absences.

Students who have not attended a class or classes by the end of the third week of classes may be “instructor withdrawn” from the course by the instructor.

Classifications of Students

Full-time student: registered for 12+ credits of study per semester.

- Three-quarter (3/4) time student: registered for 9 credits of study per semester.
- Half-time (1/2) time student: registered for 6 credits of study per semester.
- Part-time student: registered for 1-5 credits of study per semester.
- Freshman student: student who has earned no more than 30 credits.
- Sophomore student: student who has earned 30+ academic credits.

Course Cancellation

Blackfeet Community College reserves the right to cancel a scheduled course when fewer than 6 students are enrolled. Students will be notified via email that they need to see their advisor to add a program-relevant course.

Course Challenge

An enrolled BCC student may challenge a course not previously taken. Any student wishing to challenge a course(s) must meet with their advisor, the appropriate instructor, and the Division Chair to seek approval, outline the process, and complete the Course Challenge Form. Once this is done, the student must complete the parameters established for the challenge with a grade of “C” or higher. Tuition and fees apply.

Course Load

The normal course load for a full-time student is 12-18 credit hours per semester. Students who need to take 19+ credits must meet with their advisor and the Vice President of Academic Affairs for written approval. The approval process is based on current and cumulative GPA and credits attempted/completed (C or higher). The maximum number of credit hours allowed per student per semester is 21 credits.
Course Numbering

Courses are numbered by the following system:

- **100-199** – either freshman or sophomore students may take introductory or general courses. Check with your advisor for the transferability of required courses.

- **200-299** – sophomore level courses. May require prerequisite courses or approval of the instructor. Check with your advisor for the transferability of required courses.

- **290-299** – special courses, special topics, workshops, independent study, internships, practicum, seminars with possible prerequisites or instructor approval. These courses may be transferred to higher educational institutions.

- **300-399** - Junior courses that must be approved by instructor.

- **400-499** - Senior courses that must be approved by the instructor.

Drop/Adds

Courses may be added or dropped after registration. A Drop/Add Form is available at the Registrar’s Office or through Jotform on the BCC website. The student, the instructor, and the student’s advisor must sign the Drop/Add Form. Once the form is completed, submit the paper copy to the Registrar’s office for processing. If it is through Jotform, submit the form and it will be processed through the approval steps.

If the drop is completed before the third week of the semester, the student will not receive a grade and the dropped class will not be reflected on the transcript. If the class is dropped after the third week of class, a grade of “W” will appear on the student’s transcript. Please see Financial Aid for more information on how this will affect the student.

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

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. This does not include laboratory sessions and the number of weeks in the session. Each credit is equivalent to 15 hours of class throughout the semester. Students are expected to spend two hours of study for every hour in class.

Extenuating Circumstances

Throughout your degree program, you might be faced with personal, medical, or family problems that are outside your control and negatively affect your academic performance. Such problems are known as 'extenuating circumstances'.

If you believe that you are experiencing extenuating circumstances that are affecting your ability to study, prepare, or participate in your courses, then it is your responsibili-
ty to let the school know what is happening. Please contact the Student Success Counselor for assistance. They will work with you to complete and process the Extenuating Circumstances Form. You will be withdrawn from your courses. If this is completed after the third week, you will receive a “W” in all your courses.

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.

Claims will be considered where your performance or ability to complete your studies has been impaired by circumstances beyond your control and that you could not predict. These are accidents; death or severe illness of self-life partner, child, or a close relative; self-hospitalization; mental health problems; a physical attack; or other events that seriously affect your ability to study or complete your schoolwork.

Family Education Rights & Privacy Act (FERPA)

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

FERPA gives parents certain rights concerning their children's education records. These rights transfer to students when they reach the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, parents or eligible students can review the record makeup. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.

Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is
transferring
• Specified officials for audit or evaluation purposes
• Appropriate parties in connection with financial aid to a student
• Organizations conducting certain studies for or on behalf of the school
• Accrediting organizations
• To comply with a judicial order or lawfully issued subpoena
• Appropriate officials in cases of health and safety emergencies
• State and local authorities within a juvenile justice system, according to specific state law

Schools may disclose, without consent, directory information, such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For more information, go to the website https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Grade Information

The Registrar is the official custodian of student academic records, and the office is legally required to maintain past, present, and future unabridged academic records. The Registrar’s Office provides formal validation of teaching and learning on this campus and maintains the academic records (transcripts).

Grade Challenge

Once a grade has been recorded by the instructor to the grading system, the grade will not be changed, except in extreme circumstances. Students must provide written documentation to their instructor and the division chairperson stating their case for a grade change. A written document must be presented to the Registrar’s office in the event the grade challenge is approved.

Grade Point

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

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<thead>
<tr>
<th>Grade</th>
<th>Quality of Work</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
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</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>.00</td>
</tr>
<tr>
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<td>Incomplete</td>
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<tr>
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<tr>
<td>W</td>
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<tr>
<td>AU</td>
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<td>.00</td>
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</tbody>
</table>
Grade Reports
Grade reports are available after midterm week and finals week. Students can go to their student account to find their unofficial transcript and also a grade report.

Grade Changes
Once a grade has been recorded by an instructor, the grade will not be changed, except in extreme circumstances.

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 contact the Financial Aid Director for more information.

Incomplete Grade
When the quality of a student's work is satisfactory but some essential requirements(s) of the course have not been completed due to unforeseen circumstances, the student may seek the approval of the instructor/division chair for an “I” – (Incomplete) grade. The Incomplete Form is available for instructors in the Registrar’s Office.

The student must have completed at least 80% of the course work for an Incomplete to be granted and must complete the remaining requirements within one academic semester. An alternative grade will be listed on the form equivalent to the student’s grade status at the time the incomplete takes effect.

If the student fails to complete the requirements within the allotted time, they will be given the alternative grade listed.

The instructor must check with the Registrar regarding grade changes. If the student earns a grade higher than the alternative grade, the instructor will be required to process a Grade Change Form.

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

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

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

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

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

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

Declaring a Major/Changing a Major:
Students must declare a major. They can complete the Declaration of Major Form that is part of their admissions process. If changing degree/major, complete a Change of Major Form, either in paper copy or on the website through JotForm. Please obtain all signatures if working with a paper copy.

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

Independent Study
Independent Study is available for students who need to complete a course that is not listed in the current semester schedule.

An Independent Study Form is available from the Registrar’s Office.

Students must be enrolled in their second year of study and have a 3.00 term GPA.

The Division Chair, instructor, and Vice President of Academic Affairs must approve the independent study.

The Division Chair will work with the Vice President of Academic Affairs to have the course entered into the database system so the student can register.

The instructor and student will meet and outline the course requirements, including course objectives and timelines. Once all signatures are gathered, the form will be disseminated, with the original kept on file in the Registrar’s Office, until a final grade is assigned.

Institutional Credit
Credits awarded by Blackfeet Community College may apply to a certificate, associates or Bachelor degree. These credits may not be recognized as transfer credits by other institutions or programs and may not be eligible for financial aid.

Registration & Registration Procedures
Registration is the process of the student and advisor selecting required courses for a specific degree or certificate. Once classes are selected, they are digitally submitted. The Registrar’s Office will electronically register the student.
Repeated (*R) Course
If a course is repeated, the original course will be marked *R when the student passes the repeated course. The original attempt will count towards a student’s cumulative attempted credits but not towards their GPA. Students receive federal financial aid for only one repetition (repeat) of a previously passed course. For federal and state financial assistance, students who have passed a course with a grade of “D” or better may repeat the class only one additional time and may not receive financial aid for that class. All repeated classes are included in the total attempted hours for SAP evaluation.

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

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

Transfer to Blackfeet Community College
Students who are transferring from another college to Blackfeet Community College must have all official transcripts of previous colleges they have attended be sent to the Admission Office. These credits will be evaluated, and determination will be made as to what courses will be transferred in. A minimum of 15 credits for a certificate and 30 credits for an associate degree must be earned at BCC before graduation.

Courses 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.

As with any other institution of higher education, BCC reserves the right to determine courses for transfer into the college.

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

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

Transcripts will not be released if a student:

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

**Administrative Withdrawal**

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

Students enrolled in the canceled courses are notified through BCC’s email system. Students will need to meet with their advisor to select a new course and complete a drop/add form located on the website.

**Total Student Withdrawal**

Students may withdraw from BCC by completing the Total Withdraw Form that can be obtained on the website. After the end of the thirteenth week of classes, students are not allowed to withdraw from school.

**Instructor Withdrawal**

Instructors can withdraw a student from their courses after the student has missed a predetermined amount of class time (per course syllabus). Instructors must complete an Instructor Withdrawal Form and submit it to the Registrar’s Office.

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

**Veterans Educational Benefits**

Students may be eligible to receive benefits under the Veterans Educational Assistance Programs. If you plan to use your GI Bill to attend Blackfeet Community College, please go to the website and complete the Initiation to Utilize GI Benefits application. Once you have submitted this application, you will need to contact the Registrar’s Office. The Registrar is the Student Certifying Officer (SCO) for BCC.

The certifying official will counsel the student about benefits, credit load, withdrawal procedures, remedial and tutorial assistance, and their responsibilities in these matters.

Students must provide prior education and training within two weeks of registering so the Registrar can review and decide to accept transfer credit. The Prior Education and Training Form will be attached to the transcripts for the student and advisor to
use.

The student will have their educational planner approved by their advisor and the SCO during each registration to make sure the student is staying within their program of study. A copy of the planner will be placed in the student’s files.

In the event, the student changes their program of study, they must complete Form 22-1995 Change of Program and submit it to the Registrar’s Office. This request will be processed in BCC’s system and within 30 days reported in VAOnce.

If a student drops/adds a course, the Registrar will maintain a copy of the form in the student file. This change in status will be reported to VAOnce within 30 days.

If an instructor submits a completed Instructor Withdrawal Form, this form will be processed in our system and VAOnce within 30 and a copy will be kept in the student file. The student transcript will display an “IW”.

Any veteran receiving educational benefits from the Veterans Administration is expected to progress satisfactorily toward an educational goal and must meet the following standards:

- Any veteran whose grade point average is 1.75 or below in any given semester will be placed on academic probation and will be required to receive special counseling by the certifying official before registering for the next semester.
- VA educational benefits will be terminated for any veteran whose cumulative grade point average is less than 2.00 for two consecutive semesters.
- A “W” if the student withdraws or “IW” is if the student is instructor withdrawn will be reported to VAOnce within 30 days of submission.
- A 2.00 GPA is required to obtain a degree or certificate.

When a student graduates from Blackfeet Community College, their graduation application complete with course substitution/course waiver will be filed in their student file.

**Reporting**

The Registrar’s Office will report any changes/completions in VAOnce within 30 days. To track reporting, the Registrar will sign off on the document the date and time it was submitted and print a log sheet from VAOnce for the student file.

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

Veterans should be prepared to provide certified copies of Form DD-214 and email or letter verifying eligibility to use the GI Bill.

For additional information, email Registrar@bfcc.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available the official website of the U.S. Department of Veterans Affairs Educational Service website at http://www.benefits.va.gov/gibill or call the GI Bill hotline at 888-442-4551.

Solomon Amendment

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

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

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

Student recruitment information includes:

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

Military recruiters are entitled to student recruitment information even if your institution has not designated it as directory information under FERPA. In other words, Solomon's information is or can be, broader than what you have designated as directory information under FERPA.
If you have any questions, please email Registrar@bfcc.edu

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

Common Course Numbering - Montana University System

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

Effective Autumn Semester 2009, all units of the Montana University System (MUS) began to offer classes using new subject abbreviations and new numbers that are common across all MUS units. Subject areas and numbers continue to be renumbered as of the publication of this catalog. Information regarding Common Course Numbering at the University of Montana is available at the https://ccn.mus.edu/.

Registrar Contact Information
Registrar’s Office - 406-338-5421
Registrar @ ext #2244
Registrar Technician @ ext #2248

Student Support Disabilities

Americans with Disabilities Act

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

Definition of “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.
**Blackfeet Community College Disability Program**

Blackfeet Community College Disability Program is committed to ensuring compliance with the Americans with Disability 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 qualifies 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.

**Examples of Services**

While it is the college’s responsibility to notify students of services and how to access those services. However, it is the student’s responsibility to self-disclose and request accommodations. The accommodations are determined on an individual basis according to the 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 (if justified by disability)
- Referral to resources on and off-campus
- Reasonable classroom accommodations

**Reasonable Accommodations**

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

**Disclaimer**

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

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

**General Student Information**

**Student Handbook**

The Blackfeet Community College Student Handbook is available in the Student Services Department upon request; it contains detailed information pertinent to students. 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, per Blackfeet Community College’s mission statement, procedures, policies, and regulations set forth. Students are expected to comply with federal, state, city, and tribal laws governing civil and criminal behavior on and off-campus, and to conduct themselves as responsible, law-abiding citizens.

**Student’s Rights & Responsibilities**

Blackfeet Community College is committed to creating an environment wholly supportive of students’ 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 based on race, religion, age, gender, disability, or sexual orientation. Blackfeet Community College welcomes all students to apply for admissions and to enroll for training and study. With course enrollment, the student accepts all rights and responsibilities as a Blackfeet Community College student.

**Student Standards of Conduct**

With the freedom 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 and 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**

Activities and clubs that BCC students may want to join include:

**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 aca-
ademic clubs, and participating in BCC and community-sponsored events. While serving on Student Senate, students develop 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. Elections 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, colleges work together to influence policy and build programs in all facets of higher education. Student AIHEC conference is held annually in the spring. While developing strong leadership skills, TCU students compete academically and in traditional hand games, archery, and other types of competitions. The annual student conference is a great opportunity for TCU students to network with other TCU colleges.

**AIBL Club (American Indian Business Leaders)**

AIBL is the only American Indian non-profit organization solely dedicated to empowering business students in the 39 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 to share thoughts, ideas, and new and emerging research trends in the business industry, both within and outside reservation communities.

**AISES Club (American Indian Science & Engineering Society)**

The American Indian Science and Engineering Society (AISES) is a national, non-profit organization focused on substantially increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations, and other indigenous peoples of North America in science, technology, engineering and math (STEM) studies.

AISES provides opportunities for scholarships and internships, workforce development and career resources, national and regional conferences, science fairs, leadership development, and other STEM-focused programming, AISES is the leader in STEM opportunities for American Indians.
Piikani Club
The Piikani Club promotes and encourages cultural activities at BCC and within the community. Piikani Club’s 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.

Disclaimer
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 connect them with the resources needed to achieve 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.

Student Success Center Goals
- To assist students in becoming more independent, self-confident, 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 provide a place where faculty can refer students who need assistance
- To offer resources to faculty to improve student learning
- To work collaboratively with other college services

Student Success Center Services
- Accuplacer Assessment
- Accurate Course Placement
- Transfer Counseling
- Academic Advising
- Early Intervention
- Tutoring Services
- College Readiness
Student Support Learning Center

The Learning Center is here to serve students Monday- Friday 8:00 a.m.-4:30 p.m. The Learning Center has computers with internet access that can be used for research, homework, applying for scholarships, filling out FAFSA applications, checking e-mails, and workshops. We believe your success as a student is dependent on your overall well-being. We are committed to supporting your academic, physical, financial, and social needs. We will focus on assisting you during the academic year in counseling and transferring to a 4-year institute.

2+2 Programs

Blackfeet Community College offers 2+2 programs opportunities to earn Bachelor’s degrees at Blackfeet Community College or transfer to the ones listed below Business Division

Montana State University-Northern

- Business Administration & Accounting

Education Division

University of Montana Western

- Elementary Education
- Early Childhood Education
- Early Childhood Education PK-3

Human Service Division

University of Montana

- Social Work

Math/Science Division

Salish Kootenai College

- Secondary Science - Broadfield Science
- Secondary Science - Mathematics
SECTION SIX

Degrees and Certificates

Division of Business
Accounting
Associate of Science (AS)

Business Management
Associate of Science (AS)

Records Information Management
Certificate

Division of Education
Elementary Education
Associate of Science (AS)

Early Childhood Education
Associate of Science (AS)

Early Childhood Development
Certificate

Division of Human Services
Criminal Justice-Legal Studies
Associate of Science (AS)

Addiction Studies
Associate of Arts (AA)

Behavioral Health
Associate of Arts (AA)

Psychology
Associate of Arts (AA)

Social Work
Associate of Arts (AA)

Behavioral Health
Aide Certificate

Blackfeet Legal Studies
Certificate

Division of Liberal Studies and General Education
Liberal Studies
Associate of Arts (AA)

General Education
Associate of Arts (AA)
Associate of Science (AS)

Division of Math and Science
Environmental Science
Associate of Science (AS)

Health Science
Associate of Science (AS)

Hydrology Technician
Associate of Science (AS)

Pre-Engineering
Associate of Science (AS)

Hydrology Technician Assistant
Certificate

Division of Piikani Studies
Piikani Studies and Language
Associate of Arts (AA)

Piikani Language and History
Certificate

Piikani Language and History
Minor

School of Nursing
Nursing
Bachelor of Science
Self, knowledge, engagement and action. Whether you are a first-year student who is unsure of the type of degree you are seeking, or you are a student with an education plan you have decided on, Blackfeet Community College has a strong General Education program. We are a part of the Montana Transfer Initiative and Common Course Numbering within the Montana University System. Once you have completed your General Education Requirements, consisting of 31 credits, you are well on your way to discovering your degree path and achieving your Associate of Arts or Associate of Science Degree.
GENERAL EDUCATION REQUIREMENTS
for Associate of Arts (AA) or Associate of Science (AS) Degree

The Learning Outcomes of the General Education Requirements are as follows:

Core 1 – Foundation Studies
Students will develop critical thought about the choices they make as college students and adult citizens. This core helps students prepare for their journey in higher education.

Core 2 – Cultural Studies
Students will learn Piikani culture through language. As students gain knowledge about the origins, foundations, pronunciation and enunciation of the Piikani language, they will begin to view the world in a different light. Language learning is conducted in a safe and respectful space. Note: There is no course substitution for the Piikani language requirement unless a student has passed a Native language course at another institution.

Core 3 – Expressive Arts
This core contributes to student growth in critical reading, thought, writing and composition, and presentation skills. Students learn to express themselves in dynamic, multi-modal presentations.

Core 4 – Math
This core helps students to comprehend elementary quantitative concepts, development of quantitative reasoning skills, and the ability to reasonably ascertain the implications of quantitative information. Upon completion of the Mathematics requirement, students should be able to use mathematical techniques to problem solve in other math courses such as Statistics and Calculus.

Core 5 – History and Behavioral Science
Students will learn about the history, culture and lifeways of the Piikani, and discover the identity of the Piikani people throughout Montana and Alberta. Behavioral Science courses explore people, movements, institutions, global issues and forces which play a major role in human history and development. Students will be able to evaluate the perspectives of others using critical thought and informed conclusions.

Core 6 – Humanities
The Humanities reveal what it means to be human. In this core students explore societies, cultures, ideas and art, as well as examine the construct of what shapes and connects them. Upon successful completion of this requirement, students should be able to critically examine the nature of human experience and/or artistic expression.

Core 7 – Science
This core is an interdisciplinary wherein students will understand the structure and function of the physical world through science activities outdoors and in the laboratory. Students should be able to demonstrate an ability to apply scientific principles to make informed decisions about matters of natural phenomena and technology.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Offered</th>
<th>Credits</th>
<th>Semester Taken</th>
<th>Grade</th>
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<tbody>
<tr>
<td>TCC 101</td>
<td>First Year Seminar</td>
<td>F/S</td>
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<tr>
<td>NASX 141</td>
<td>Piikani Language Origins &amp; Foundations</td>
<td>F/S</td>
<td>3</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>F/S</td>
<td>3</td>
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<tr>
<td>COMX 111</td>
<td>Introduction to Public Speaking</td>
<td>F/S</td>
<td>3</td>
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<td>*Advanced College Writing</td>
<td>F/S</td>
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<tr>
<td>M115/M121</td>
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<td>PKNI 129</td>
<td>History of the Piikani (1700-1900)</td>
<td>F/S</td>
<td>3</td>
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<tr>
<td>PKNI 229</td>
<td>*History of the Piikani (1900-2000)</td>
<td>F/S</td>
<td>3</td>
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<tr>
<td>PSYX 230</td>
<td>*Developmental Psychology</td>
<td>Spring</td>
<td>3</td>
<td></td>
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<tr>
<td>PSYX 262</td>
<td>*Cultural Psychology</td>
<td>Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>WRIT 102</td>
<td>Introduction to Creative Writing</td>
<td>e/o Fall</td>
<td>3</td>
<td></td>
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<tr>
<td>FILM 103</td>
<td>Introduction to Film</td>
<td>Spring</td>
<td>3</td>
<td></td>
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<tr>
<td>LIT 110</td>
<td>Introduction to Literature</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>NASX110</td>
<td>Indigenous Humanities</td>
<td>Fall</td>
<td>3</td>
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<td>MUS 130</td>
<td>History of Rock &amp; Roll</td>
<td>F/S</td>
<td>3</td>
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<td>*Film as Literature</td>
<td>Fall</td>
<td>3</td>
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<tr>
<td>NASX 224</td>
<td>*Origin Stories of Niitsitapi/Piikani</td>
<td>e/o Spring</td>
<td>3</td>
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<tr>
<td>NASX 240</td>
<td>*Introduction to Native American Literature</td>
<td>e/o Spring</td>
<td>3</td>
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</tbody>
</table>

**CORE 7 Science - 7 credits**

| Lab Science | Any Science with a Lab                                   | F/S     | 4       |                |       |
| Science     | Any Science without a Lab                                | F/S     | 3       |                |       |

**Total General Education Required Credits** 32

* Denotes prerequisite or permission required by instructor.
The academic map may vary who need college prep courses or who have earned prior academic credits.

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

*Suggested Study Plan

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<th>13 CREDITS</th>
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<tr>
<td>TCC 101</td>
<td>First Year Seminar</td>
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<tr>
<td>CSCI 105</td>
<td>Computer Science</td>
</tr>
<tr>
<td>ACTG 201</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1900)</td>
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<td>Course Title</td>
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<td>Payroll Accounting</td>
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<tr>
<td>ANY</td>
<td>History &amp; Social Science</td>
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<tr>
<td>ACTG 202</td>
<td>Managerial Accounting</td>
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<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>NASX 141</td>
<td>Piikani Language Origins &amp; Foundations</td>
</tr>
<tr>
<td>ANY</td>
<td>Any Science w/o lab</td>
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</table>

<table>
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<th>16 CREDITS</th>
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<td>Computerized Accounting</td>
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<td>M 115</td>
<td>Probability &amp; Linear Math</td>
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<tr>
<td>ACTG 215</td>
<td>Foundations of Government Not for Profit Accounting</td>
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<tr>
<td>ANY</td>
<td>Humanities and Fine Arts</td>
</tr>
<tr>
<td>ANY</td>
<td>Science with a lab</td>
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<table>
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<tr>
<th>FOURTH SEMESTER</th>
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<tr>
<td>ACTG 211</td>
<td>Income Tax Fundamentals</td>
</tr>
<tr>
<td>ECNS 217</td>
<td>Economic Development on Indian Reservations</td>
</tr>
<tr>
<td>BGEN 235</td>
<td>Business Law</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>ECNS 202</td>
<td>Principles of Macroeconomics</td>
</tr>
</tbody>
</table>
Division Chair: Marlene A. Doney, MBA
Faculty: TBA
Administrative Assistant: Ext. 2608

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.

**Learning Outcomes 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.
*Suggested Study Plan*

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</tr>
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<tbody>
<tr>
<td>TCC 101</td>
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<tr>
<td>BGEN 105</td>
<td>Introduction to Business</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CSCI 105</td>
<td>Computer Science</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>BGEN 110</td>
<td>Applied Business Leadership</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
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<td>PKNI 129</td>
<td>History of the Piikani (1700-1900)</td>
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**SECOND SEMESTER**

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<th>Course Title</th>
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<tr>
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<td>F/S</td>
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<tr>
<td>BFIN 205</td>
<td>Personal Finance</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>BGEN 235</td>
<td>Business Law</td>
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<tr>
<td>ANY</td>
<td>Science with a lab</td>
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**THIRD SEMESTER**

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<th>Course Title</th>
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<tbody>
<tr>
<td>ACTG 201</td>
<td>Financial Accounting</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>ECNS 201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 141</td>
<td>Piikani Lang. - History &amp; Foundations</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>M 115</td>
<td>Probability &amp; Linear Math</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>ANY</td>
<td>PSYX 100 OR SOCI 101</td>
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**FOURTH SEMESTER**

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<th>Course Title</th>
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<tr>
<td>ACTG 202</td>
<td>Managerial Accounting</td>
<td>3</td>
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<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ANY</td>
<td>Humanities and Fine Arts</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>BGEN 112</td>
<td>Creative Problem Solving</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>WRIT 201</td>
<td>Advanced College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>OR NASX 279</td>
<td>Advanced Research Methods</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.

*The academic map may vary who need college prep courses or who have earned prior academic credits.*
Division Chair: Marlene A. Doney, MBA
Faculty: Raymond Montoya, MBA
Administrative Assistant: Ext. 2608

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

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

**Learning Outcomes are as follows:**

- Students will have a strong working knowledge of fundamental concepts in accounting, finance, management, information technology, business law, and economics through effective written and oral communication

- Develop and understanding of business by applying and implementing business theories, practices, and applications that reflect the stakeholders of various organizations, societies, and cultures.

- Development of personal capacity in leadership, critical thinking, problem solving, and ethical decision making and social responsibility at all organizational levels from the first-time supervisor through middle management to executive levels.
**Suggested Study Plan**

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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<tbody>
<tr>
<td>BMGT 112</td>
<td>Records Information Management</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>MATH</td>
<td>Any Math Higher than 100</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>WRIT 201 or NASX 279</td>
<td>Advanced College Writing Or Advanced Research Methods</td>
<td>3</td>
<td>F/S Spring</td>
</tr>
<tr>
<td>CSCI 105</td>
<td>Computer Science</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>BMGT 114</td>
<td>Records Information Management II</td>
<td>6</td>
<td>Spring</td>
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<tr>
<td>BMGT 118</td>
<td>Tribal Records</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>BFIN 205</td>
<td>Personal Finance</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
</tr>
</tbody>
</table>
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

Learning Outcomes 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 Piikani (Blackfeet) Reservation and Rights guaranteed in those documents
## Suggested Study Plan

### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TCC 101</td>
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<td>F/S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>SCI 212</td>
<td>Physical and Life</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>ECP 100</td>
<td>CPR, AED, &amp; First Aid</td>
<td>1</td>
<td>Every</td>
</tr>
<tr>
<td>NASX 141</td>
<td>Piikani Language and History</td>
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### Second Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PKNI 129</td>
<td>History of Piikani (1700-1900)</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>SCI 213</td>
<td>Earth &amp; Sky</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>ANY</td>
<td>Humanities/Fine Art</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>F/S</td>
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### Third Semester

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>HEE 223</td>
<td>Personal, Community School Health</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 210</td>
<td>Meeting the Needs of Families</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 230</td>
<td>Positive Child Guidance</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 247</td>
<td>Child &amp; Adolescent Growth and Development</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>Infant &amp; Toddler Group Care</td>
<td>4</td>
<td>Fall</td>
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### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDEC 240</td>
<td>Indigenous Practicing Inclusion</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>EDEC 135</td>
<td>Early Literacy &amp; Language</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC 265</td>
<td>Leadership &amp; Professionalism</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC 287</td>
<td>Early Math and Numeracy Concepts</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC 273</td>
<td>Early Childhood Curriculum &amp; Environments 1</td>
<td>4</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Early Childhood Education

2021–2024 Associate of Science (AS) Degree

Division of Education

Division Chair: Dee Hoyt MS. Ed
Faculty: TBA
Administrative Assistant: Ext. 2912

Program Mission Statement:

The Blackfeet Community College Education Division seeks to develop quality future educators who will embrace niitsiittupyo’maitukssin “Pikanii ways of knowing” and will provide access to diverse and dynamic learning for careers in Education.

Early Childhood Education Associates of Science Degree prepares early childhood practitioners to meet the diverse needs of children from birth through age eight in a variety of early childhood settings. The program allows students to demonstrate skills, dispositions and knowledge in relationship to the National Association for the Education of Young Children Professional Standards, while working with children, families, and community. This program features a lab with each early childhood course, allowing students ample opportunity to work hands on in the early childhood education field.

Students majoring in the Early Childhood Education program must complete 30 credits in the general core education requirements and 32 credits in early childhood education core 7 for a total of 62 credits

Learning Outcomes are as follows:

- Promoting Child Development and Learning
- Building Family and Community Relationships
- Using Developmentally Effective Approaches to connecting with children and families
- Using content Knowledge to build and implement meaningful curriculum’
- Use of NAEYC code of conduct to build a professional repertoire in relations to Early Childhood.
- Implement effective instruction, planning, and assessment.
**Elementary Education**

*2021–2024 Associate of Science (AS) Degree*

Division of Education

*Suggested Study Plan*

<table>
<thead>
<tr>
<th><strong>FIRST SEMESTER</strong></th>
<th><strong>14 CREDITS</strong></th>
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<tbody>
<tr>
<td><strong>Course Code</strong></td>
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<tr>
<td>TCC 101</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
</tr>
<tr>
<td>SCI 212</td>
<td>Physical and Life</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
</tr>
<tr>
<td>NASX 141</td>
<td>Piikani Language Origins &amp; Foundations</td>
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<td>History of Piikani (1700-1900)</td>
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<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>PSYX 230</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>SCI 213</td>
<td>Earth &amp; Sky</td>
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<tr>
<td>ANY</td>
<td>Humanities/Fine Art</td>
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<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
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<tr>
<td>EDU 109</td>
<td>Piikani Art PK-8</td>
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<tr>
<td>EDU 202</td>
<td>Introduction to Education and Field Placement</td>
</tr>
<tr>
<td>EDU 205</td>
<td>Read, Writing and Math Instructional Strategies</td>
</tr>
<tr>
<td>HEE 223</td>
<td>Personal, Community and School Health</td>
</tr>
<tr>
<td>EDU 233</td>
<td>Literacy, Language &amp; Texts</td>
</tr>
<tr>
<td>M 132</td>
<td>Numbers &amp; Operations for Elementary School</td>
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<tr>
<td>EDU 150</td>
<td>Piikani Signing Dance and Drama</td>
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<tr>
<td>M 133</td>
<td>Geometry and Geometrics Measurement for Elem</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Positive Guidance for Students, Teachers &amp; Comm</td>
</tr>
<tr>
<td>EDU 270</td>
<td>Instructional Technology</td>
</tr>
<tr>
<td>HEE 251</td>
<td>Instructional Strategies in Physical Education PK-8</td>
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<tr>
<td>ECP 100</td>
<td>CPR, AED &amp; First Aid</td>
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<table>
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<tr>
<td>EDU 109</td>
<td>Piikani Signing Dance and Drama</td>
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<tr>
<td>M 133</td>
<td>Geometry and Geometrics Measurement for Elem</td>
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<tr>
<td>EDU 210</td>
<td>Positive Guidance for Students, Teachers &amp; Comm</td>
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<tr>
<td>EDU 270</td>
<td>Instructional Technology</td>
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<tr>
<td>HEE 251</td>
<td>Instructional Strategies in Physical Education PK-8</td>
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<tr>
<td>ECP 100</td>
<td>CPR, AED &amp; First Aid</td>
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</tbody>
</table>
Elementary Education
2021–2024 Associate of Science (AS) Degree

Division of Education

Division Chair: Dee Hoyt MS. Ed
Faculty: Robin Johnson MS
Administrative Assistant: Ext. 2912

Program Mission Statement:

The Blackfeet Community College Education Division seeks to develop quality future educators who will embrace niitsiittupyo'maitukssin "Pikanii ways of knowing" and will provide access to diverse and dynamic learning for careers in Education.

The Associate of Science (AS) The BCC Elementary Education program prepares students for Montana K-8 Teacher Certification and employment as Educator. The curriculum, pedagogy, and learning environment provide authentic and experiential learning opportunities to provide comprehensive development for pre-service educators. Students engage in inquiry, develop critical thinking strategies, solve complex problems, practice what they’ve learned, and build practical communication skills. 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 64 credits. Students must maintain a 3.0-grade point average to remain in the Teacher Education program.

Learning Outcomes are as follows:

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

**One-Year Certificate**

**Division of Education**

---

**Suggested Study Plan**

### General Education Core Req | 10 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
<td>F/S</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of Piikani (1700-1900)</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>ANY</td>
<td>Humanities/Fine Art</td>
<td>3</td>
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</table>

### Required Early Childhood Education Program Courses | 20 Credits

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDEC 247</td>
<td>Child &amp; Adolescent Growth &amp; Development</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>HEE 223</td>
<td>Personal, Community, School Health</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 210</td>
<td>Meeting the Needs of Families</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDEC 230</td>
<td>Positive Child Guidance</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 249</td>
<td>Infant &amp; Toddler Group Care</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>EDEC 273</td>
<td>Early Childhood Curriculum &amp; Environments I</td>
<td>4</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Division Chair: **Dee Hoyt MS. Ed**  
Faculty: **TBA**  
Administrative Assistant: **Ext. 2912**

Program Mission Statement:  

The Blackfeet Community College Education Division seeks to develop quality future educators who will embrace niitsiittupyo’maitukssin “Pikanii ways of knowing” and will provide access to diverse and dynamic learning for careers in Education.

The purpose of the one-year Early Childhood Development Certificate is to enhance the quality of the Early Education Teachers. Students will become knowledgeable and skilled professional teachers of young children through integration of study and experience in the field of Early Childhood Education. The coursework within the program is designed to meet the National Credential Program requirements for the Child Development Associate Certificate (CDA). The One-Year Certificate also transfers into an AS Early Childhood Education Degree in which students can easily transition into a Two-Year Degree. Students majoring in the One Year Early Childhood Education Certificate program must complete 10 credits in the general core education requirements and 20 credits in early childhood education core 7 for a total of 30 credits.

**Learning Outcomes are as follows:**

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

### FIRST SEMESTER 13 CREDITS

<table>
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<th>Credits</th>
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<td>Addiction Studies</td>
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<td>Fall</td>
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<td>PSYX 100 or SOCI 101</td>
<td>Introduction to Psychology OR Introduction to Sociology</td>
<td>3</td>
<td>F/S</td>
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<td>TCC 101</td>
<td>First Year Seminar</td>
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<td>F/S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
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<td>F/S</td>
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<tr>
<td>ANY</td>
<td>Humanities / Fine Arts</td>
<td>3</td>
<td>F/S</td>
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### SECOND SEMESTER 14 CREDITS

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<td>M 115</td>
<td>Probability &amp; Linear Math</td>
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<td>PKNI 129 or PKNI 229</td>
<td>History of the Piikani (1700-1900) OR History of the Piikani (1900-2000)</td>
<td>3</td>
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<tr>
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### THIRD SEMESTER 16 CREDITS

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<td>Assessment &amp; Diagnosis</td>
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<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td>HS 280</td>
<td>Introduction to Counseling</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
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<td>ANY</td>
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### FOURTH SEMESTER 17 CREDITS

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<td>Treatment, Planning &amp; Documentation</td>
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<tr>
<td>CAS 250</td>
<td>Gambling Addiction</td>
<td>2</td>
<td>On Demand</td>
</tr>
<tr>
<td>CAS 251</td>
<td>Co-Occurring Disorders</td>
<td>2</td>
<td>On Demand</td>
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<td>HS 279</td>
<td>Legal, Clinical &amp; Professional Issues</td>
<td>3</td>
<td>Spring</td>
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<td>HS 281</td>
<td>Introduction to Group Counseling</td>
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<td>Spring</td>
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<td>ANY</td>
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</table>

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

**Note: Core 3, Communications- Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.**
Division Chair: Angela Johnson, MSEd, Ext.. 2236
Faculty: Crystal LaPlant, MSW/LAC, Ext. 2237 Mari King, MHS/Psychology, Ext. 2251
David Gordon: Juris Doctorate, Ext. 2239
Administrative Assistant: Ext. 2234

The Human Services-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.

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

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

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (BCC Core Theme: 1, 2)

- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree seeking Human Service professionals (BCC Core Theme: 1, 2, 3, 4, 5, 6)

- Recognizing individual student learning development that enhances their skills in college writing, professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce, academic pursuits, and attain licensure in their chosen profession (BCC Core Theme: 1, 2, 3, 4)

- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits (BCC Core Theme: 1, 2, 3, 4, 5, 6)
**Suggested Study Plan**

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<th>FIRST SEMESTER</th>
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<td>PSYX 100 or SOCI 101</td>
<td>Introduction to Psychology OR Introduction to Sociology</td>
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<td>SW 100</td>
<td>Introduction to Social Welfare</td>
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<td>TCC 101</td>
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<td>WRIT 101</td>
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<td>Legal, Clinical &amp; Professional Issues</td>
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**David Gordon: Juris Doctorate, Ext. 2239**
Administrative Assistant: **Ext. 2234**

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

This degree prepares students for an entry-level position within the human services field or to transfer to a 4-year institution.

**Learning Outcomes are as follows:**

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (BCC Core Theme: 1, 2)

- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree seeking Human Service professionals (BCC Core Theme: 1, 2, 3, 4, 5, 6)

- Recognizing individual student learning development that enhances their skills in college writing, professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce, academic pursuits, and attain licensure in their chosen profession (BCC Core Theme: 1, 2, 3, 4)

- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits (BCC Core Theme: 1, 2, 3, 4,5, 6)
CRIMINAL JUSTICE—LEGAL STUDIES
2021–2024 ASSOCIATE OF SCIENCE (AS) DEGREE
Division of Human Services

*Suggested Study Plan

FIRST SEMESTER 13 CREDITS

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<td>CJUS 101</td>
<td>Introduction to Law &amp; Blackfeet Legal Studies</td>
<td>3</td>
<td>Fall</td>
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<td>SOCI 101</td>
<td>Introduction to Sociology</td>
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<td>F/S</td>
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SECOND SEMESTER 16 CREDITS

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<td>M 115</td>
<td>Probability &amp; Linear Math</td>
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<td>F/S</td>
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<td>NASX 276</td>
<td>Federal Indian Policy &amp; Government</td>
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THIRD SEMESTER 15 CREDITS

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<td>CJUS 180</td>
<td>Blackfeet Law &amp; Order Code and Ethics</td>
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<td>History &amp; Foundation of Piikani Language</td>
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FOURTH SEMESTER 18 CREDITS

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<td>CJUS 286</td>
<td>Legal Research &amp; Writing</td>
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<td>Internship</td>
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*Note: Criminal Justice Electives: Students must meet with a Human Services advisor to choose from an approved list of courses.

**Note: Core 3, Communications- Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.
The Tribal Legal Studies A.S. Degree is designed to prepare students for a career as a Tribal Legal Advocate. Students will develop the skills necessary for legal research and writing; become familiar with the basics of federal, state and tribal laws, gain an understanding of Native American legal issues; and participate in experiential learning. Students will study tribal court justice systems and the Blackfeet Tribal Code to prepare them for the tribal bar exam. This curriculum is designed to preserve the cultural legal traditions.

**Learning Outcomes are as follows:**

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

- To develop persuasive written and verbal skills that enhance the understanding and ability to convey information.

- To apply knowledge and skills critically in the context of providing tribal legal services, specifically as it relates to tribal law, tribal courts and tribal communities.

- Experiential learning will include mock trials, interviewing, record keeping, and ethical behavior.
**Suggested Study Plan**

### FIRST SEMESTER

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**SECOND SEMESTER**

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<td>PSYX 262</td>
<td>Cultural Psychology</td>
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**THIRD SEMESTER**

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<td>History &amp; Foundations of Piikani Language</td>
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<td>F/S</td>
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<td>PSYX 240</td>
<td>Abnormal Psychology</td>
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<td>PSYX 248</td>
<td>Family Violence Building Healthy Families</td>
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<td>PSYX 260</td>
<td>Social Psychology</td>
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**FOURTH SEMESTER**

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<td>PSYX 230</td>
<td>Developmental Psychology</td>
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<td>PSYX 285</td>
<td>Psychology of Personality</td>
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</table>

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**Note: Core 3, Communications- Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.
Psychology is the science of the behavior of humans and other animals. The psychologist, using scientific methods, seeks to understand the causes and purposes of behavior. Students will also examine the Blackfeet worldview as it relates to the Human Service-Psychology field.

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

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (BCC Core Theme: 1, 2)

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**Suggested Study Plan**

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<td>PSYX 100 or SOCI 101</td>
<td>Introduction to Psychology OR Introduction to Sociology</td>
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<td>F/S</td>
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<td>SW 100</td>
<td>Introduction to Social Welfare</td>
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<td>TCC 101</td>
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<td>Public Speaking</td>
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<td>HS 280</td>
<td>Introduction to Counseling</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ANY</td>
<td>*Human Services Electives</td>
<td>3</td>
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### FOURTH SEMESTER

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NASX 276</td>
<td>Federal Indian Policy &amp; Government</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>PSYX 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ANY</td>
<td>**Core 3 - Advanced Writing</td>
<td>3</td>
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<tr>
<td>ANY</td>
<td>Humanities / Fine Arts</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>ANY</td>
<td>*Human Services Electives</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>ANY</td>
<td>*Human Services Electives</td>
<td>3</td>
<td>F/S</td>
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</tbody>
</table>

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

**Note: Core 3, Communications- Advanced Writing: Students must meet with a Human Services advisor to choose from an approved list of courses.
Social 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 prepares students for entry-level positions within the human services field and is set up as a 2 + 2 program that ensures successful transfer to 4-year partner institutions.

**Learning Outcomes are as follows:**

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (BCC Core Theme: 1, 2)

- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree seeking Human Service professionals (BCC Core Theme: 1, 2, 3, 4, 5, 6)

- Recognizing individual student learning development that enhances their skills in college writing, professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce, academic pursuits, and attain licensure in their chosen profession (BCC Core Theme: 1, 2, 3, 4)

- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits (BCC Core Theme: 1, 2, 3, 4, 5, 6)
*Suggested Study Plan

### FIRST 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>HS 280</td>
<td>Introduction to Counseling</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>PSYX 100 or SOCI 101</td>
<td>Introduction to Psychology OR Introduction to Sociology</td>
<td>3</td>
<td>F / S</td>
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<tr>
<td>SW100</td>
<td>Intro to Social Welfare</td>
<td>3</td>
<td>Fall</td>
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<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
<td>F / S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F / S</td>
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**16 CREDITS**

### SECOND SEMESTER

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<tr>
<td>NASX141</td>
<td>History &amp; Foundations Piikani Language OR History of the Piikani (1700 to 1900)</td>
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<td>PKNI 129</td>
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<tr>
<td>PSYX 125</td>
<td>Peer Support 101</td>
<td>3</td>
<td>On Demand</td>
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<td>ANY</td>
<td>Math 100 or Higher</td>
<td>3</td>
<td>F / S</td>
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<td>ANY</td>
<td>*Human Services Elective</td>
<td>3</td>
<td>F / S</td>
</tr>
</tbody>
</table>

**15 CREDITS**

*Note: Human Services Electives: Students must meet with a Human Services advisor to choose from an approved list of courses.*
The Behavioral Health Aid 1-year Certificate is a one-year academic training program that includes both general education core courses and behavioral health courses that address the specific needs of the Blackfeet Reservation and other service areas. This program provides students 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. Stackable credits are easily transferred into BCC’s Human Services Associate of Arts Degree.

Learning Outcomes are as follows:

- Providing courses and programs of study in addiction studies, behavioral health, psychology, social work, and Criminal Justice/Blackfeet Legal Studies that are transferable to the Montana University System (MUS), which includes maintaining relationships with peer institutions to enhance student opportunities through articulation and 2+2 agreements (BCC Core Theme: 1, 2)

- Promoting course and program of study integration of Blackfeet culture, language, and values that enhance academic rigor and relevant experiences that are in alignment for students to acknowledge Blackfeet ways of knowing and their development as degree seeking Human Service professionals (BCC Core Theme: 1, 2, 3, 4, 5, 6)

- Recognizing individual student learning development that enhances their skills in college writing, professional practice through relevant field placement, encourages students to demonstrate those skills in their workforce, academic pursuits, and attain licensure in their chosen profession (BCC Core Theme: 1, 2, 3, 4)

- Engaging students through self-discovery and holistic wellness to find balance in their personal lives and professional responsibilities as they gain meaningful employment through their career and academic pursuits (BCC Core Theme: 1, 2, 3, 4, 5, 6)
### FIRST SEMESTER

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<tr>
<td>CJUS 101</td>
<td>Introduction to Law &amp; Blackfeet Legal Studies</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>CJUS 180</td>
<td>Blackfeet Law &amp; Order Code and Ethics</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>CJUS 140</td>
<td>Tribal Criminal Law &amp; Procedure</td>
<td>3</td>
<td>Fall</td>
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<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
<td>F/S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
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### SECOND SEMESTER

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<tr>
<td>CJUS 200</td>
<td>Alternative Dispute Resolution</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>CJUS 286</td>
<td>Legal Research &amp; Writing</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>CJUS 298</td>
<td>Internship</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ANY</td>
<td>Math 100 or Higher</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>NASX 276</td>
<td>Federal Indian Policy &amp; Government</td>
<td>3</td>
<td>Spring</td>
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</table>
The Tribal Legal Studies 1-Year Certificate is designed to prepare students for a career as a Tribal Legal Assistant. Students will develop the skills necessary to assist with legal research and writing; gain an understanding of the basics of federal, state, and tribal law; gain an understanding of Native American legal issues; and gain hands-on experience through experiential learning. Also, students will study the Blackfeet Tribal Code to help prepare them to pass the tribal bar exam. This curriculum is designed to preserve the cultural traditions and heritage of the Blackfeet People through integration of the Blackfeet world view.

**Learning Outcomes are as follows:**

- To develop knowledge and skills related to tribal, state and federal court systems, as well as civil and criminal issues within those court system

- To develop persuasive written and verbal skills that enhance the understanding and ability to convey information.

- To apply knowledge and skills critically in the context of providing tribal legal services, specifically as it relates to tribal law, tribal courts and tribal communities.

- Experiential learning will include mock trials, interviewing, record keeping, and ethical behavior.
**Suggested Study Plan**

### FIRST SEMESTER

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>TCC 101</td>
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<td>F/S</td>
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<tr>
<td>NASX 141</td>
<td>Piikani Language Origin &amp; Foundations</td>
<td>3</td>
<td>F/S</td>
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<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
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<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>Any</td>
<td>History &amp; Social Sciences</td>
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<td>F/S</td>
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<tr>
<td>Any</td>
<td>Science w/o lab</td>
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**Second Semester**

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<tr>
<td>PKNI 129</td>
<td>History of Piikani</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>BIOB 101/102</td>
<td>Discover Biology w/lab</td>
<td>4</td>
<td>F/S</td>
</tr>
<tr>
<td>M 115 or M 121</td>
<td>College Algebra or Linear &amp; Probability</td>
<td>3</td>
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<tr>
<td>MUS130</td>
<td>History of Rock &amp; Roll</td>
<td>3</td>
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### THIRD SEMESTER

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<td>ANY</td>
<td>Any 3 courses requirements except NASX 279</td>
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<td>WRIT 201</td>
<td>Advanced College Writing</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>PHOT 154</td>
<td>Digital Photography</td>
<td>3</td>
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### FOURTH SEMESTER

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<tr>
<td>ANY</td>
<td>Any two approved courses (See advisor)</td>
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<tr>
<td>NASX279</td>
<td>Advanced Research Methods</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>PHOT 155</td>
<td>Advanced Digital Photography</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>NASX231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
<td>Spring</td>
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</table>
Division Chair: **Iva Croff**  
Faculty: **Jim Petersen, Gordon Bennett**  
Administrative Assistant: **Ext. 2258**

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

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

**Learning Outcomes are as follows:**

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

- Obtain a breadth of understanding of the nature of Piikani thought, leadership, and identity with our traditional lands and sacred places

- Creating and developing application-centered research habits which include environmental ethics, and cultural and historical content
*Suggested Study Plan*

### FIRST SEMESTER (14 CREDITS)

<table>
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<tr>
<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
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<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>BIOB 101/102</td>
<td>Discovery Biology w/Lab</td>
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<tr>
<td>SCI 150</td>
<td>Scientific Wonders of Glacier National Park</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>NAT 105</td>
<td>Introduction to Natural Resources</td>
<td>3</td>
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<tr>
<td>OR</td>
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### SECOND SEMESTER (18 CREDITS)

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<tr>
<td>PKNI 129</td>
<td>History of Piikani (1700-1900)</td>
<td>3</td>
<td>F/S</td>
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<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>M 115</td>
<td>Probability &amp; Linear Math OR College Algebra</td>
<td>3</td>
<td>F/S</td>
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<td>OR</td>
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<tr>
<td>WILD 134</td>
<td>Wildlife and People</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NASX 231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
<td>Spring</td>
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### THIRD SEMESTER (18 – 19 CREDITS)

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<tr>
<td>BIOB 160/161</td>
<td>Principles of Living Systems w/Lab</td>
<td>4</td>
<td>Fall</td>
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<tr>
<td>FORS 250</td>
<td>Introduction to GPS/GIS</td>
<td>4</td>
<td>Fall</td>
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<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</td>
<td>F/S</td>
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<td>ANY</td>
<td>Any 200 Science Course</td>
<td>3/4</td>
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<tr>
<td>CHMY 141/142</td>
<td>College Chemistry</td>
<td>4</td>
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### FOURTH SEMESTER (17 – 19 CREDITS)

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<tr>
<td>BIOB 170/171</td>
<td>Principles of Biological Diversity w/Lab</td>
<td>4</td>
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<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>4</td>
<td>Spring</td>
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<tr>
<td>SCI 295</td>
<td>Introduction to Scientific Research &amp; Writing</td>
<td>3</td>
<td>Spring</td>
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<td>ANY</td>
<td>200 Level Science</td>
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<td>ANY</td>
<td>200 Level Science</td>
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</table>
Division Chair: Betty Henderson-Matthews, MA
Faculty: Patricia Atkins, BS, Noel Stewart, M Ed
Administrative Assistant: Ext. 2812

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 to 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.

**Learning Outcomes are as follows:**

- To facilitate a better understanding of the ecological, social, and economic relationships inherent in environmental and natural resource issues

- To educate potential scientists who will assume roles in the research and management of natural resources and environment

- To prepare students for working, and within public and private agencies responsible for the management and protection of the natural resources and the environment
## *Suggested Study Plan*

### FIRST SEMESTER

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>AHMS 144</td>
<td>Medical Terminology</td>
<td>3</td>
<td>F/S</td>
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<td>BIOB 101/102</td>
<td>Discover Biology w/Lab</td>
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<td>F/S</td>
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<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
<td>F/S</td>
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<td>WRIT 101</td>
<td>College Writing</td>
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<td>F/S</td>
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<td>PKNI 129</td>
<td>History of the Piikani (1700-1900)</td>
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<td>F/S</td>
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<td>SOCI 101</td>
<td>Introduction to Sociology</td>
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### SECOND SEMESTER

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<tr>
<td>FILM 103</td>
<td>Introduction to Film</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>BIOH 104/105</td>
<td>Basic Human Biology w/Lab</td>
<td>4</td>
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<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
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### THIRD SEMESTER

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<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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<tbody>
<tr>
<td>BIOH 201/202</td>
<td>Human Anatomy and Physiology I w/Lab</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>CHMY 141/142</td>
<td>College Chemistry w/Lab</td>
<td>4</td>
<td>F/S</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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### FOURTH SEMESTER

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<th>Credits</th>
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<tr>
<td>BIOH 211/212</td>
<td>Human Anatomy and Physiology II w/Lab</td>
<td>4</td>
<td>Spring</td>
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<tr>
<td>BIOM 250/251</td>
<td>Microbiology for Health Science w/Lab</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>SCI 295</td>
<td>Scientific Research &amp; Writing</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>4</td>
<td>Spring</td>
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</table>
Division Chair: Betty Henderson-Matthews, MA
Faculty: Diana Arnoux-Whiteman, BA, Michael Mckay, BA, Noel Stewart, M Ed
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 prepares students for higher education or training.

Learning Outcomes are as follows:

- Gain the background understanding and knowledge of science concepts to transfer into higher education or training in health fields or nursing school.

- Demonstrate a preparedness of 'science concepts' in health fields that lead to potential professional careers.

- Incorporate general understanding and knowledge of health and apply it to everyday life.
# Suggested Study Plan

**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</td>
<td>1</td>
<td>F/S</td>
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<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>BIOB 101/102</td>
<td>Discover Biology w/Lab</td>
<td>4</td>
<td>F/S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>SCI 150</td>
<td>Scientific Wonders of Glacier National Park</td>
<td>3</td>
<td>Fall</td>
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**SECOND SEMESTER**

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1900)</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>GEO 101/102</td>
<td>Introduction to Physical Geology w/Lab</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>ENSC 272</td>
<td>Water Resources</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>NASX 141</td>
<td>History &amp; Foundations of Piikani Language</td>
<td>3</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>ENSC 220</td>
<td>Surface Water Hydrology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EGEN 105</td>
<td>Introduction to Engineering</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>CHMY 141/142</td>
<td>College Chemistry w/Lab</td>
<td>4</td>
<td>F/S</td>
</tr>
<tr>
<td>FORS 250</td>
<td>Introduction to GIS/GPS</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>BIOO 220/221</td>
<td>General Botany w/Lab</td>
<td>4</td>
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**FOURTH SEMESTER**

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<tbody>
<tr>
<td>ENSC 243</td>
<td>Introduction to Soils</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NASX 231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>SCI 295</td>
<td>Introduction to Science Research &amp; Writing</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ENSC 270</td>
<td>Water Quality Monitoring</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>FORS 225</td>
<td>Introduction to Forestry</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>
Division Chair: Betty Henderson-Matthews, MA
Faculty: Patricia Atkins, BS, Noel Stewart, M Ed, Shannon Salois, BS, Jim Polk, BA
Administrative Assistant: Ext. 2812

This program provides students with entry level skills for a career in Hydrology. Hydrology Technicians work closely with professional Hydrologists and or Professional Engineers. The value of the Hydro logic 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 Assistant in Engineering, earth physical or natural science, forestry soil conservation or surveying.

Learning Outcomes 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
*Suggested Study Plan*

### FIRST SEMESTER  16 CREDITS

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
<td>F/S</td>
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<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>EGEN 105</td>
<td>Introduction to Engineering</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1900)</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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### SECOND SEMESTER  15 CREDITS

<table>
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<tbody>
<tr>
<td>M 151</td>
<td>Pre-Calculus</td>
<td>4</td>
<td>Spring</td>
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<tr>
<td>SCI 295</td>
<td>Introduction to Scientific Research &amp; Writing</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>
<tr>
<td>CHMY 141/142</td>
<td>College Chemistry w/Lab</td>
<td>4</td>
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### THIRD SEMESTER  15 CREDITS

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<tbody>
<tr>
<td>M 171</td>
<td>Calculus I</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>PHSX 215/216</td>
<td>Fundamentals of Physics I w/Lab</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>FORS 250</td>
<td>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>
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### FOURTH SEMESTER  14 CREDITS

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>M 172</td>
<td>Calculus II</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>PHSX 217/218</td>
<td>Fundamentals of Physics II w/Lab</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>NASX 231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
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</tbody>
</table>
Pre-Engineering

2021-2024 Associate of Science (AS) Degree

Division of Math and Science

Division Chair: Betty Henderson-Matthews, MA
Faculty: Jim Polk, BA
Administrative Assistant: Ext. 2812

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 scientific skills necessary to be successful in any engineering/math program.

Learning Outcomes are as follows:

• Obtain a comprehensive understanding of the physical sciences and mathematics which will prepare you for higher education in any field of engineering 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 board education necessary to understand the impact of engineering solutions in a global social context.
**Suggested Study Plan**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th>17 CREDITS</th>
</tr>
</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</td>
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<tr>
<td>ANTY 122</td>
<td>Race &amp; Minorities</td>
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<td>COMX 111</td>
<td>Public Speaking</td>
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<tr>
<td>M 121</td>
<td>College Algebra</td>
</tr>
<tr>
<td>ENSC 220</td>
<td>Surface Water Hydrology</td>
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<tr>
<td>FORS 250</td>
<td>Introduction to GPS/GIS</td>
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<th>SECOND SEMESTER</th>
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<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>BIOB 101/102</td>
<td>Discover Biology w/Lab</td>
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<tr>
<td>GEO 101/102</td>
<td>Introduction to Physical Geology w/lab</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
</tr>
<tr>
<td>ENSC 270</td>
<td>Water Quality monitoring</td>
</tr>
<tr>
<td>ENSC 272</td>
<td>Water Resources</td>
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</tbody>
</table>
Division Chair: **Betty Henderson-Matthews, MA**  
Faculty: **Patricia Atkins, BS, Noel Stewart, M Ed, Shannon Salois, BS, Jim Polk, BA**  
Administrative Assistant: **Ext. 2812**

This program provides students with their 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.

**Learning Outcomes 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 hydrological processes sufficient enough to evaluate data, collected for accuracy; determine variances, and applicability of data to meet organizational hydrological goals and objectives.
## First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>First Year Seminar</td>
<td>1</td>
<td>F/S</td>
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<tr>
<td>NASX 141</td>
<td>Piikani Language Origin &amp; Foundations</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>COMX 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>ANY</td>
<td>History and Social Sciences</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>Any</td>
<td>Any Science w/o a lab</td>
<td>3</td>
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## Second Semester

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PKNI 129</td>
<td>History of Piikani</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>BIOB 101 / 102</td>
<td>Discover Biology w/lab</td>
<td>4</td>
<td>F/S</td>
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<tr>
<td>M 115 or M 121</td>
<td>M115 Probability &amp; Linear Math or M121 College Algebra</td>
<td>3</td>
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<tr>
<td>MUS 130</td>
<td>History of Rock &amp; Roll</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>NASX 142</td>
<td>Intermediate Piikani Language</td>
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## Third Semester

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<tbody>
<tr>
<td>NASX 110</td>
<td>Indigenous Humanities</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 276</td>
<td>Federal Indian Policy &amp; Government</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>NASX 229</td>
<td>OR History of the Piikani (1900 – 2000)</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>PKNI 120</td>
<td>Piikani Ecological Knowledge &amp; Sacred Sites</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>WRIT 201</td>
<td>Advanced College Writing</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 147</td>
<td>Plains Indian Sign Language</td>
<td>3</td>
<td>Fall</td>
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## Fourth Semester

<table>
<thead>
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<th>Course Code</th>
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<tbody>
<tr>
<td>NASX 231</td>
<td>Indigenous Philosophy</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>NASX 245</td>
<td>Advanced Piikani Language</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NASX 279</td>
<td>Advanced Research Methods</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PKNI 143</td>
<td>Piikani Societies, Leadership &amp; Gender Roles</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>NASX 190</td>
<td>Oral History</td>
<td>3</td>
<td>Spring</td>
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</tbody>
</table>
Division Chair: TBA
Faculty: Shelly Eli, Jesse DesRosier
Administrative Assistant: Ext. 2286

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

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

Completion of nine credits in Piikani language courses fulfills University of Montana's Modern & Classical Languages & Literatures (MCLL) requirements for a four-year degree.

**Learning Outcomes are as follows:**

- Develop critical writing, reading, thinking and verbal communication skills enhanced by Piikani language, oral traditions, philosophies and cultural practices

- Obtain a breadth of understanding of the nature of Piikani thought, leadership, and identity with our traditional lands and sacred places

- Creating and developing application-centered research habits which include environmental ethics, and cultural and historical content
**PIIKANI HISTORY & LANGUAGE MINOR**

Division of Piikani Studies

*Must complete NASX141 & PKNI 129 for 6 credits prior to pursuing the Minor

*Suggested Study Plan

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NASX 141</td>
<td>Piikani Language Origins &amp; Foundations</td>
<td>3</td>
<td>Every</td>
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<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700-1800)</td>
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### ELECTIVE COURSES

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<td>CORE 1</td>
<td>LANGUAGE - 9 credits</td>
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<td>NASX 142</td>
<td>Intermediate Piikani Language</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>NASX 147</td>
<td>Plains Indian Sign Language</td>
<td>3</td>
<td>e/o Fall</td>
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<tr>
<td>NASX 245</td>
<td>Advanced Piikani Language</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>CORE 2</td>
<td>HISTORY - 6 credits</td>
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<tr>
<td>PKNI 120</td>
<td>Piikani Traditional Ecological Knowledge &amp; Sacred Sites</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>PKNI 143</td>
<td>Piikani Soc., Leadership, &amp; Gender Roles</td>
<td>3</td>
<td>Spring</td>
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</table>

*ONE of these courses will substitute for NASX147, PKNI103 OR PKNI143 in the event there is a scheduling conflict. However, the writing demands are substantial.*

| PKNI 224    | Origin Stories of the Niitsitapi/Piikani           | 3       | e/o Spring |
| PKNI 229    | History of the Piikani (1800-2000)                  | 3       | Spring     |
PIIKANI HISTORY & LANGUAGE MINOR

Division of Piikani Studies

Division Chair: TBA
Faculty: Shelly Eli, Jesse DesRosier
Administrative Assistant: Ext. 2286

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

**Learning Outcomes are as follows:**

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

### Required Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NASX 141</td>
<td>Piikani Language Foundations &amp; Origins</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 142</td>
<td>Intermediate Piikani Language</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>History of the Piikani (1700 to 1888)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NASX 147</td>
<td>Plains Indian Sign Language</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PKNI 229</td>
<td>History of the Piikani (1888 to 1978)</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NASX 245</td>
<td>Advanced Piikani Language</td>
<td>3</td>
<td>Fall</td>
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### Elective Courses (9 Credits)

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
<tbody>
<tr>
<td>PKNI 120</td>
<td>Piikani Traditional Ecological Knowledge &amp; Sacred Sites</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>PKNI 143</td>
<td>Piikani Societies, Leadership, &amp; Gender Roles</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PKNI 109</td>
<td>Piikani Art Basics</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ST 190</td>
<td>Special Topic(s)</td>
<td>1 to 3</td>
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<tr>
<td>ST 290</td>
<td>Special Topic</td>
<td>1 to 3</td>
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</tbody>
</table>
Division Chair: TBA  
Faculty: Shelly Eli, Jesse DesRosier  
Administrative Assistant: Ext. 2286

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

Students who complete the One-Year Certificate in Piikani Studies & Language meet standards of competency and fluency with integrity upon application for the Class 7 Certificate. The Montana Class 7 American Indian Language & Cultural Specialist Certificate is a requisite by the State Superintendent of Public Instruction for teaching Native American languages and cultures in Montana Public Schools.

**Learning Outcomes are as follows:**

- Demonstrate a basic knowledge of Piikani culture, traditions, language, art, local ecology
- Relate to the Piikani human condition in the aspects of social, cultural and personal contexts
Year One - Suggested Study Plan

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ANY</td>
<td>Humanities / Fine Arts</td>
<td>3</td>
<td>F/S</td>
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<tr>
<td>M 121</td>
<td>College Algebra</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>WRIT 101</td>
<td>College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>TCC 101</td>
<td>First Year Seminar</td>
<td>1</td>
<td>F/S</td>
</tr>
<tr>
<td>PSYX 100</td>
<td>Introduction to Psychology</td>
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<td>F/S</td>
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### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMY 141/142</td>
<td>College Chemistry w/lab</td>
<td>4</td>
<td>F/S</td>
</tr>
<tr>
<td>PKNI 129</td>
<td>Piikani History (1700 - 1900)</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>NUTR 221</td>
<td>Basic Human Nutrition</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>PKNI 101</td>
<td>Piikani Language for Healthcare Professionals</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td>PSYX 230</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>HS 279</td>
<td>Legal Clinical &amp; Professional Issues</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

Year Two - Suggested Study Plan

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOH 201/202</td>
<td>Anatomy &amp; Physiology I w/lab</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>NRSG 256</td>
<td>Principles of Pathophysiology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>CSCI 105</td>
<td>Computer Science</td>
<td>3</td>
<td>Every</td>
</tr>
<tr>
<td>ANY</td>
<td>Elective</td>
<td>2</td>
<td>Fall</td>
</tr>
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</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>WRIT 201</td>
<td>Advanced College Writing</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>BIOM 250/251</td>
<td>Microbiology w/lab</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>STAT 216</td>
<td>Introduction to Statistics</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td>BIOH 211/212</td>
<td>Anatomy and Physiology II w/lab</td>
<td>4</td>
<td>Spring</td>
</tr>
</tbody>
</table>
The Bachelor of Science in Nursing at Blackfeet Community College was designed with the needs of the “Universal Community” and is a uniquely dedicated, culturally resonant program.

Students can complete 60 credits in liberal art studies, then 60 credits in the nursing program all at Blackfeet Community College. The combination of liberal arts and nursing education will provide the BSN graduates with a foundation for developing both clinical reasoning and clinical judgement. This combination will assist in the development of a personal value system that will enable the graduate to act ethically, regardless of the circumstances, while preparing them to integrate their values, skills, and knowledge learned to provide safe, component, compassionate care to patients, families, communities and other populations. Additionally, graduates will have developed the ability to promote equality and social justice while addressing social determinants of health and health care inequities. Graduates are eligible to take the National Council Licensure Examination (NCLEX).

**Learning Outcomes are as follows:**

- Within the context of the nursing process, synthesize and incorporate the knowledge, skills, behaviors, and attitudes learned from the liberal arts and sciences, and the nursing program to provide comprehensive assessment, planning, and delivery of ethical, spiritually and culturally sensitive holistic care to clients and populations of all ages and in a variety of settings. (Essential I, VII, IX)

- Collaborate and communicate effectively with clients and other healthcare professionals fostering open communication, mutual respect, and shared decision making and provide safe, high quality care and to advocate for clients, families and communities across a variety of healthcare settings for optimal health outcomes. (Essential II, V, VI)

- Apply leadership skills and knowledge of organizational systems to promote quality care and client safety for diverse populations in differing environments. (Essential II)

- Locate, analyze, and incorporate evidence from credible sources in care planning, which promotes and restores health, and assists to relieve suffering at the end life. (Essential III)
### Year Three - Suggested Study Plan

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>13 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NRSG 319</td>
<td>Foundations of Nursing (Nursing theory &amp; Writing)</td>
</tr>
<tr>
<td>NRSG 332/333</td>
<td>Holistic Health Assessment &amp; Lab</td>
</tr>
<tr>
<td>NRSG 334/335</td>
<td>Pharmacology &amp; Lab</td>
</tr>
<tr>
<td>NRSG 306/307</td>
<td>Essentials of Nursing Care &amp; Lab</td>
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<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NRSG 310/311</td>
<td>Medical Surgical Nursing I – Nursing Care Across the Lifespan &amp; Lab/Clinical</td>
</tr>
<tr>
<td>NRSG 349/350</td>
<td>Maternal Newborn &amp; Clinical</td>
</tr>
<tr>
<td>NRSG 317</td>
<td>Health Systems and Vulnerable Population</td>
</tr>
<tr>
<td>NRSG 329/330</td>
<td>Mental Health Nursing &amp; Clinical</td>
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### Year Four - Suggested Study Plan

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>16 CREDITS</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NRSG 431/432</td>
<td>Medical Surgical II – Complex Care &amp; Clinical</td>
</tr>
<tr>
<td>NRSG 405/406</td>
<td>Pediatric Nursing &amp; Clinical</td>
</tr>
<tr>
<td>NRSG 416</td>
<td>Research and Ethics in Nursing</td>
</tr>
<tr>
<td>NRSG 417</td>
<td>Population Health Nursing</td>
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<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>NRSG 441/442</td>
<td>Medical Surgical Nursing III – Acute care of the Adult with clinical</td>
</tr>
<tr>
<td>NRSG 451/452</td>
<td>Leadership &amp; Management with clinical</td>
</tr>
<tr>
<td>NRSG 453</td>
<td>Professional Growth and Empowerment</td>
</tr>
<tr>
<td>NRSG 449</td>
<td>Policy, Ethics and Advocacy in Professional Nursing Practice</td>
</tr>
</tbody>
</table>
School of Nursing

Division Chair: Judith Lindsay PhD, RN
Faculty: Rayola Grant BSN, RN, Melissa Gordon BSN, RN, Habiba Harris MSN, RN, Lisa Johnson PhD, RN
Administrative Assistant: Ext. 2915

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Learning Outcomes are as follows:

- Use information technologies and systems to enhance and facilitate delivery of safe, effective, quality client care. (Essential IV)

- Demonstrate responsibility for consistent application of nursing standards and core values within ethical, legal, and regulatory parameters. (Essential VIII)

- Assume responsibility for personal and professional behaviors including engaging in activities to ensure competency through life-long learning (Essential I, VII, VIII)
Division of Business

ACTG 215 | Foundations of Government Not for Profit Accounting | 3 Credits
This course teaches skills for understanding, preparing, and analyzing financial reports for governmental and not-for-profit organizations. The course covers basic accounting principles, reporting requirements, and budgeting for these organizations. Offered spring and fall semesters.

CSCI 105 | Computer Science | 3 Credits
This course includes advances applications of Microsoft Word; introduction to Notebook; Excel, with functions used in science lab and database software; PowerPoint; and multimedia and animation effects. Applications are taught through problem solving, assignments, and exams. Offered every semester.

BGEN 105 | Introduction to Business | 3 Credits
The course is designed for students in Business Management and Accounting. Students will receive a thorough introduction to fundamental concepts and principles relating to business. Course content includes business environments, business ownership and entrepreneurship, management and organization, human resources, marketing, information, accounting, and finance. Offered in fall semester. Offered fall semester.

BGEN 110 | Applied Business Leadership | 3 Credits
This course is designed for students in Business Management and Accounting. Students will be introduced to leadership as it applies to business, involving theory, application, and skill development. Offered fall semester.

BGEN 235 | Business Law | 3 Credits
The course is designed for students in Business Management and Accounting. Students will receive a thorough introduction of fundamental concepts and principles relating to business law. Course content includes understanding legal environments; contracts; purchase, sale, and lease of goods under the UCC; negotiable instruments; agency employment; labor law; business organization and regulation; real and personal property; bailments; wills; estate planning; consumer and creditor protection; and insurance. Offered spring semester.
**BGEN 112 | Creative Problem Solving | 3 Credits**

In this course, students apply elements of reasoning to common business scenarios and develop associated management skills. Students are introduced to standards for evaluating reasoning and apply these standards to their reasoning and the reasoning of others. Students also develop an understanding of the value of the creative thinking process of business. Offered fall semester.

**BFIN 205 | Personal Finance | 3 Credits**

Students in this course learn how to manage their personal finances by first accessing their financial situation then learn techniques for becoming financially fit. Students acquire knowledge and skills in understanding personal finance, career planning, financial statements, tools, and budgets, income taxes, checking and savings accounts, maintaining good credit, credit cards and consumer loans, vehicle and other major purchases, obtaining affordable housing, managing property and liability risk, planning for health care expenses, life insurance planning, investment fundamentals, investing in stocks and bonds, mutual and exchange traded funds, real estate and high-risk investments, retirement, and estate planning. Offered spring semester.

**ACTG 201 | Financial Accounting | 3 Credits**

This course is designed for students in Business Management and Accounting. Students receive a thorough introduction to fundamental accounting concepts and principles. Course content includes introduction to accounting; analyzing transactions; double-entry framework; journalizing and posting; adjusting entries; financial statements and the closing process; cash, payroll accounting, sales and receipts; purchases and cash payments; special journals; merchandise inventory; adjustments and the worksheet; and year-end financial statements. Offered fall semester.

**ECNS 201 | Principles of Microeconomics | 3 Credits**

The course is designed for students in Business Management and Accounting. Students receive a thorough introduction of fundamental concepts and principles relating to microeconomics. Course content includes introduction to economics, introduction to the market system, market structure and pricing, resource markets, market failure, and public policy. Offered fall semester.

**ECNS 202 | Principles of Macroeconomics | 3 Credits**

The course is designed for students in Business Management and Accounting. Students will receive a thorough intro-
duction of fundamental concepts and principles relating to macroeconomics. Course content includes introduction to economics, fundamentals of macroeconomics, fiscal and monetary policy, and international economics. Offered spring semester.

**ACTG 202 | Managerial Accounting | 3 Credits**

The course is designed for students in Business Administration and Accounting. Students receive a thorough introduction of fundamental accounting concepts and principles. Course content includes accounts receivables, notes and interest, long term assets, partnerships, corporate organization and capital stock, corporate taxes, earnings, distributions, retained earnings statement, corporate bonds, statement of cash flows, analysis of financial statements, departmental accounting, manufacturing accounting, the job order cost system, the worksheet, and financial statements. Offered spring semester.

**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 are also being exposed to federal law affecting payroll, such as Fair Labor Standards Act, ADA, Family Medical Leave Act, and the Civil Rights Act, and applicable Montana state laws. Offered spring and fall semesters.

**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. Offered spring and fall semesters.

**ECNS 217 | Economic Development on Indian Reservations | 3 Credits**

This course gives students a practical, hands-on introduction to economic development on Indian Reservations. Students learn the fundamentals of economic development with an emphasis on
research and writing. Offered spring and fall semesters.

**ACTG 205 | Computerized Accounting | 3 Credits**

This course provides an understanding of the uses and limitations of accounting information in economic decision-making in a variety of personal, business, and other organizational contexts. This course also builds skills in problem solving, interpersonal communications, and computer use. Additionally, designed for entry-level users of QuickBooks, the course teaches students how to perform daily accounting tasks in the general ledger, accounts receivable, accounts payable, and payroll. Offered spring semester.

**BMGT 112 | Records Information Management | 3 Credits**

Blackfeet Community College offers a one-year certificate in Records Information Management. In the RIM-1 Course, students learn how to properly index; the procedures of coding; storing, retrieving, disposition, and the lifecycle of records. A records simulation package is used to give students a hands-on experience in the use of electronic records.

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

The RIM-II course (Prerequisite RIM-I) follows the guidelines used by the National Archives Record Administration, the American Indian Records Repository, and the ARMA International Approach for Professionals. Organized record keeping is vital to legal, business and other companies that must comply with regulations in regards to the United States government’s records policies.

This course offers an opportunity to examine the concepts, components, and functions of records and information management (RIM) from both the business and the federal government perspectives. Included in the class are training by the National Archives and Records Administration in Basic Records Operations (KAI) with the opportunity to earn a certificate. The Office of Trust Records will provide Indian Affairs Records Contact Training with the opportunity to earn a certificate. 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. Offered spring semester.

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

This is a required course, which is the first of its kind for all Tribal Colleges and Universities. Students will study the first recorded documents with the U.S. government beginning with the Blackfoot Treaties and Agreements then progressing to current issues. This includes the Elouise Cobell (Blackfeet) class action lawsuit against the United States for mismanagement of trust funds. The Genealogy of the students will also be researched and
will be presented on Ancestry.com, giving them an electronic database for their family's histories. Offered spring and fall semesters.

**Division of Education**

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

This course teaches students the interrelated development of early language and early literacy in children from birth to age eight. The course focuses on culturally diverse ways of sharing stories to develop high-quality strategies to support early learners in vocabulary development, narrative skills, phonological awareness, print knowledge, and early reading and writing skills through traditional oral stories and children’s literature. Offered in spring semester.

**EDEC 287 | Early Math and Numeracy Concepts | 3 Credits**

This course builds a foundation for early childhood teachers to integrate mathematical concepts and ideas into early learning environments. Students learn how to use the Montana Early Learning Standards and Montana’s Common Core Standards for Mathematics to drive instruction in a developmentally appropriate manner. Additionally, students learn techniques for assessing students to uncover their thinking and scaffold instruction to meet the needs of all learners. Offered in spring semester.

**EDEC 210 | Meeting the Needs of Families | 3 Credits**

This course assists students in recognizing the roles, responsibilities, and importance that families play in the education of early childhood education. The course content provides opportunities for students to explore characteristics of indigenous family dynamics. Candidates explore positive communication techniques with parents and encourage parental involvement and partnerships in early childhood programs and elementary classrooms. Offered in spring semester.

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

Positive guidance encourages teacher candidates to utilize various positive guidance techniques while working with young indigenous children with and without disabilities from birth to age 8. Evidence-based strategies include those relevant to the children's developmental levels and needs. Techniques encourage cooperation, problem-solving, and conflict resolution skills, and promote positive social/emotional development (including self-concept and self-esteem). Offered in fall semester.

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

This course provides teachers with the skills to help teach indigenous preschoolers in an early childhood setting. Topics
include disabilities, developmental delays, application of practices, inclusion into core principles, and activities that strengthen ability to support each child’s growth and development in their program or group. Offered fall semester.

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

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

EDEC 250 | Leadership & Professionalism | 3 Credits
This course covers how influential leaders serve others in a relationship-building atmosphere. Students explore techniques that encourage the promotion of professionalism and leadership in early childhood using the NAEYC code of ethical conduct. Teacher candidates examine ethical issues of working with children and families and use their understanding of the code of conduct, school law, and leadership to advocate professionally and effectively. Offered in spring semester.

EDEC 273 | Early Childhood Curriculum & Environments I | 4 Credits
This course covers lesson-planning skills, including goal setting, selecting appropriate materials, and assessing. Students gain experience in planning for individual, small group, and whole-class activities. Additionally, students 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. Offered spring semester.

ECP100 | CPR, AED & First Aid | 1 Credit
This course is hands-on training to give students the knowledge and skills needed to respond confidently and effectively in an emergency. Upon completing this course, students receive an AED, Adult, Child, Infant CPR, and First-Aid certification card. Offered every semester.
EDU 109 | Piikani Art PK – 8 | 3 Credits
This course is designed for students to explore and effectively integrate art history into grade-appropriate teaching lesson plans. Students are introduced to the development of traditional Piikani, American, and Western art techniques. The history of native art (pictographs, buffalo robe painting, and tipi paintings) is included. Offered in fall semester.

EDU 150 | Piikani Singing, Dance, and Drama PK-8 | 3 Credits
Students explore visual arts, such as music, singing, dancing, and drama/theatre, by integrating Blackfeet ways of knowing. The students thereby better understand how to effectively incorporate music, singing, dancing, and drama/theatre arts into grade-appropriate lesson plans.

EDU 202 | Introduction to Education with Field Placement | 4 Credits
*Prerequisite: (Teacher Substitute Training)
This course is designed for the student to understand better past and future education history: education policies, leadership, cultural and western pedagogy, and the professionalism of being a teacher. The course includes thirty hours of classroom placement, math, reading, science, and ELA. This course also helps students prepare for the PRAXIS (National Teacher Exam). Offered in fall semester.

EDU 205 | Reading, Writing and Math Instructional Strategies | 3 Credits
This course introduces the school’s curriculum, focused on reading, writing, and math. Students gain knowledge in the BCC education model classroom for seamless transition to classroom teaching. Students begin to assemble the professional portfolio, a requirement for entry into the Teacher Education Program (TEP). Offered in fall semester.

EDU 210 | Positive Guidance for Students, Teachers, and Community | 3 Credits
This course will provide an exploration of guidance strategies for students with the opportunity to demonstrate the subject in the area of content knowledge, understanding, applying to an appropriate and positive learning educational environment. Students learn professional etiquette, grammar, writing, oral and role-model positive interactions, and professional activities. Offered in spring semester.

EDU 211 | Cultural Diversity Community & Global | 3 Credits
*Transfer Course
This course strengthens understanding of multicultural and global dimensions of education, equal opportunity, human diversity, ideology, politics, and social change, with particular emphasis on his-
historical, political, and social, concerns and knowledge of Montana Indian Education for All. Students apply core inclusion principles and strategies to current teaching practices with young children. Offered fall semester.

**EDU 222 | Educational Psych & Child Development | 3 Credits**

This course is designed to introduce students to the human growth and psychological development of children from conception through adolescence, specifically those of Piikani’s origin, to include physical, cognitive, and psycho-social development within the school, the family, and society. Students apply brain-based research and knowledge of learning stages and psychological factors influencing the learning process to classroom management and educational evaluation. Offered in spring semester.

**EDU 231 | Children to Young Adult Literature 4 Credits**

*Transfer Course

Students explore the extensive body of literature for children and young adults, including fiction, nonfiction, and the Piikani oral tradition. Students learn research skills and cross-curricular applications for instructing children and young adults. Offered as needed.

**EDU 233 | 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 focuses on understanding a comprehensive literacy curriculum as students learn ways literacy impacts lives, texts, culture, and perceptions of the world. Offered fall semester.

**EDU 270 | Instructional Technology | 3 Credits**

This overview of education technology explores the uses of the hands-of instructional media. Students learn theoretical and practical tools to evaluate, adapt, and effectively integrate technology in the classroom, including lesson planning. Offered in spring semester.

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

This course introduces and applies health issues by to a research writing and oral presentation project. Health issues include developmental health issues, nutrition, disease, how trauma can control safety, methods for handling mild and chronic illnesses and emergencies, alcohol and drug-related problems, and teaching trauma-informed practices. Offered in fall semester.
**HEE251 | Instructional Strategies in Physical Education PK-8 | 3 Credits**

Students develop knowledge of the central concepts of physical and health education (HPE) instruction in the K-8 setting. Students demonstrate skills in using developmentally appropriate practices to ensure that all students can learn in a positive environment through course design and integrated, thematic instruction. The course includes development of lesson plans and a unit plan. Student observations will cover assessments and peer teaching with portfolio items. Offered in spring semester.

**HSTA 255 | Montana History | 3 Credits**

*Transfer Course*

This course covers timeline of American, Montana, and Native American history, emphasizing the perspective of Blackfeet historians. Students will understand several critical aspects of 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. In the course, students develop intellectual skills: critical reading, analytic thinking, advance writing, and designed research. Offered in spring semester.

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

In this course, students examine pharmacology as it relates to addiction, drug processes in the body, neurological impact, causality, assessment, diagnosis, treatment and possible preventions. Offered intermittently.

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

This course provides an overview of addiction studies, looking at use, misuse and abuse, types, intervention, prevention, and treatment models. In addition, the course explores the impact of addiction on the addict, family, and society and understands addiction studies from a historical perspective. Offered fall semesters.

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

This course introduces record-keeping skills, including treatment planning, documenting client and counselor interaction, report writing, and legal and professional standards of record-keeping applicable to the addictions field. Offered intermittently.

**CAS 250 | Gambling Addiction | 2 Credits**

This course is designed to increase awareness of addictive gambling. The etiology, risk factors, symptoms of addiction, assessment and diagnosis, various forms of gambling, treatment, rehabilitation and historical prevalence of gambling will be examined. Students gain an understand-
ing of the DSM-5 definition of problem gambling. Offered intermittently.

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

In this course, students learn about the co-occurrence of addictions and other mental health disorders. The course covers common misperceptions and biases regarding co-occurring disorders, recognizing and assessing co-occurring disorders, and treatment options and available services. Students also address barriers to assessment and treatment, misperceptions and biases, relevant research, and prevalence data. Offered intermittently.

**CAS 275 | Assessment & Diagnosis | 3 credits**

This course introduces the student to assessment and evaluation procedures used in addiction counseling. The student will be able to understand, describe, administer, and interpret testing and evaluation tools used in addiction counseling. Offered intermittently.

**CJUS 121 | Introduction to Criminal Justice | 3 Credits**

This introductory course is designed to provide students with general knowledge of the history, role, development, and philosophy of the criminal justice system in American society. Students are introduced to law agencies and their functions in the legal system and compare those systems to tribal justice agencies. Offered spring semesters.

**CJUS 140 | Tribal Criminal Law and Procedure | 3 Credits**

This course examines 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. Offered fall semesters.

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

In preparation for the Blackfeet Tribal Bar Exam, students learn the Blackfeet Tribal Code and participate in experiential learning activities that allow students to apply what they learn. Ethical considerations are discussed so that students understand parameters of representation and prohibited activities. Offered fall semesters.
CJUS 200 | Alternative Dispute Resolution (ADR) | 3 Credits
This introductory course provides students with a broad understanding of ADR. The course covers negotiation, mediation, arbitration, peacemaking, restorative justice, and reparative justice. Students apply this new knowledge in experiential activities. Offered spring semesters.

CJUS 236 | Introduction to Research Methods in Criminal Justice | 3 Credits
*Consent of instructor required.
This course introduces students to the research methods used in the social sciences. Students learn to be critical consumers of research and to write from research (same as PSYX 203). Offered spring semesters.

CJUS 286 | Legal Research Writing | 3 credits
This course teaches students to develop brief writings using the IRAC (Issue, Rule, Analysis, Conclusion) Method. Students will learn basic legal research skills. Offered spring semesters.

CJUS 291 | Special Topics | 1-6 Credits
Varying course offerings based on interest and needs of students and community. Offered intermittently.

CJUS 298 | Internship | 1-6 Credits
*Consent of instructor required.
This course provides supervised fieldwork placements in the criminal justice field, students apply the basic principles of criminal justice and critical skills learned in the classroom. Students may be required to complete a background check. Offered spring semesters.

HS 279 | Legal, Clinical & Professional Issues | 3 Credits
This course explains ethical standards and proactive strategies to ensure providers do not compromise their professional integrity. Students explore multicultural issues as well as assess and improve cultural competencies. Offered spring semesters.

HS 280 | Introduction to Counseling | 3 Credits
This course is designed to introduce students to the basic principles, history, and techniques of counseling. The course includes a multicultural, strength-based perspective on counseling. Special focus is on dealing with addictions and current issues in counseling. Offered fall semesters.

HS 281 | Introduction to Group Counseling | 3 Credits
This course is designed to help students gain base knowledge of planning, developing, and conducting successful group
counseling sessions using didactic experiential activities. Students will be exposed to various methods of group work and the professional and ethical issues involved in group counseling. Special focus is given to dealing with addictions and current issues in counseling. Offered spring semesters.

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

Varying course offerings based on interest and needs of students and community. Offered intermittently.

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

*Consent of instructor required.

This course provides supervised fieldwork placements in public and private agencies in the human services field. Students apply the basic principles of human services and critical skills. Students may be required to complete a background check. Offered every semester.

**PSYX 100 | Introduction to Psychology | 3 Credits**

This course is the introduction to the scientific study of behavior in humans and other animals. Offered every semester.

**PSYX 102 | Mental Health First Aid – Adults Helping Adults | 1 Credit**

This course teaches students how to help an adult who is developing a mental health problem or experiencing a mental health crisis. The training helps students identify, understand, and respond to signs of mental illnesses and substance use disorders. Offered intermittently.

**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 are in crisis. Offered intermittently.

**PSYX 105 | Self-Care | 1-3 Credits**

Self-Care practices contribute to overall wellbeing. This course assists students to build resilience. Activities include experiential and practical methods. Students learn the importance of on-going/continued self-care activities vital to reducing anxiety and stress. Offered intermittently.

**PSYX 109 | Self-Expression Through the Arts | 1-3 Credits**

Self-Expression Through the Arts is intended for non-art majors and those who are unfamiliar with studio arts or who just want to express themselves in a fun and interactive way. Students gain an understanding of how art can be used to explore meaning and express oneself in non-verbal ways while becoming familiar with
artistic materials and processes. Offered intermittently.

**PSYX 115 | Suicide Awareness | 1 Credit**
Participants learn to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Participants do not need any formal training to attend this course. This workshop is not recommended for people who have had a recent suicide loss. Offered intermittently.

**PSYX 125 | Peer Support 101 | 3 Credits**
This course is designed to introduce the course participants to the basic principles, history, and concept of peer support. This course consists of lectures, group discussions, and in-class role play. Students develop an understanding of their own recovery story, build upon strengths, network with other peer supporters, and understand the importance peer support can play in the recovery and wellness process. Offered intermittently.

**PSYX 203 | Introduction to Social Science Research Methods | 3 Credits**
*Consent of instructor required.
This course introduces research methods used in the social sciences. Students learn to be critical consumers of research and to write about research (same as CJUS 236). Offered spring semesters.

**PSYX 230 | Developmental Psychology | 3 Credits**
This course examines human physical, cognitive, and psychosocial development throughout the lifespan. Content covers major theories, the influence of genetics, and the environment from a chronological aspect. Offered spring semesters.

**PSYX 240 | Abnormal Psychology | 3 Credits**
In this course, students gain an understanding of the major classifications of mental health disorders and different diagnoses. In addition, the course explores the historical development of the classification systems for mental health disorders, potential causes, and basic treatment approaches. Offered fall semesters.

**PSYX 248 | Family Violence: Building Healthy Families | 3 Credits**
This course provides an overview of domestic violence issues, including the cycle of abuse, myths about abuse, healthy and unhealthy survival skills, the emotional healing process, community resources, intervention planning, and legal aspects. We will also explore ways and means of healing from a traditional healing and prevention perspective. Offered intermittently.
PSYX 260 | Social Psychology | 3 Credits
This course is designed to examine individual behavior as a function of interpersonal interaction. Students examine the nature and causes of individual and social behaviors. Offered fall semesters.

PSYX 262 | Cultural Psychology |
3 Credits
Culture can be understood on multiple levels. This course uncovers some of the many different levels of understanding of culture by examining the contents or products of culture, where culture comes from, why culture was formed, and how cultural perceptions influence human behaviors and mental processes. Offered fall semesters.

PSYX 285 | Psychology of Personality |
3 Credits
This course is an introduction to theories and research in personality. Content includes an intensive survey of theoretical concepts and a detailed examination of experimental methods and experiments in the field of personality. Offered spring semesters.

PSYX 291 | Special Topics | 1-6 Credits
Varying course offerings based on interest and needs of students and community. Offered intermittently.

SOCI 101 | Introduction to Sociology | 3 Credits
This course is an overview of the principles and concepts used in the study of human social interaction, diverse social groups, communities, and societies in the United States and worldwide. Offered every semester.

SW 100 | Introduction to Social Welfare | 3 Credits
This course is an overview of human services, programs, and problems in meeting social welfare needs, with emphasis on the complexity of social services and their historical development. Also included is analysis of the value, attitudinal, economic, and political factors that condition the provision of these services. Offered fall semesters.

SW 200 | Social Work Practice | 3 Credits
This course is an introduction to social work as a profession, including an examination of goals, guiding philosophy, and basic assumptions. A generalist framework of social work practice and the development of beginning analytical and practice skills will be emphasized. Offered spring semesters.
Division of Liberal Studies

ANTY 122 | Race & Minorities | 3 Credits
Race, ethnicity, minority status, and social class are powerful cultural constructs in American society. In this course, students examine, from a critical anthropological perspective, the concepts and relationships within socio-cultural categories that impact, and are impacted by, politics, economics, the justice system, and social equality/inequality. Students analyze the processes of cultural transformations among racial and ethnic groups in North America. Offered every semester.

COMX 111 | Public Speaking | 3 Credits
Principles and philosophies of speech communication are addressed. Students learn to speak with clarity, accuracy, and fluency in a variety of public contexts; and develop and present speeches in a variety of formats. Students use a variety of technologies to facilitate research and draft their presentations. Offered every semester.

CRWR 212 | Introduction to Nonfiction Workshop | 3 Credits
In this course, students explore nonfiction forms and techniques by studying Indigenous and non-Indigenous nonfiction authors and storytellers. The course emphasizes revision through peer workshopping and culminates in an extended nonfiction piece, such as a memoir, personal essay collection, or recorded/filmed oral narrative. Offered every other fall, starting 2021.

FILM 103 | Introduction to Film | 3 Credits
In this course, students gain an understanding of the history and development of American film. In addition, students develop visual literacy (cinematic vocabulary). They use their acquired visual literacy to discuss and interpret film narratives and write critical analysis papers on selected films. Offered spring semesters.

LIT 110 | Introduction to Literature | 3 Credits
In this course, students study how readers make meaning of texts and how texts influence readers. Emphasis is on interpreting literary texts through close reading, critical analysis, and effective writing. Offered fall semesters.

LIT 169 | Literature as Popular Culture | 3 Credits
This course explores the interrelationship between high and low (popular) cultural traditions, emphasizing the social and artistic significance of popular cultural texts. Offered fall semesters.

LIT 202 | The Environmental Imagination | 3 Credits
This course explores major developments in the study of environmental literature, introducing students to current debates and discussions about how diverse cultures have imagined the human place in the nonhuman world. Offered spring semesters.

**LIT 270 | Film as Literature | 3 Credits**
This course studies the relationship between film and literature. Topics vary. Offered fall semesters.

**LIT 285 | World Mythology | 3 Credits**
Students in this course study cultural mythologies to explore the nature, function, and theory of myth. Offered spring semesters.

**LS 199 | Special Topics | 1-3 Credits**
This course meets student demand for Liberal Studies courses not listed in the catalog. Offered as needed.

**MART 111 | Introduction to Film Making & Editing | 3 Credits**
This course trains students to become multi-media storytellers, mastering industry-standard production and post-production tools. Offered every other fall, starting fall 2021.

**MUS 130 | History of Rock & Roll | 3 Credits**
This class examines the origins and development of Rock & Roll. Offered fall & spring semesters.

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

**NASX 224 | Origin Stories of the Niitsitapi/Piikani | 3 Credits**
This course introduces origin stories of the Niitsitapi/Piikani, and explores a variety of story forms and authors, with emphasis on Indigenous writers and storytellers. Attributes: Cultural Diversity, Literature. Offered every other spring, starting 2021.

**NASX 240 | Introduction to Native American Literature | 3 Credits**
Students in this course are introduced to multiple genres of literature (such as short fiction, novels, graphic novels, poetry/lyrics, drama/film/video, essays, mythology, children’s and adolescent) produced by Native American authors, with an emphasis on Niitsitapi/Piikani writers and storytellers. The course includes an introduc-
tion to decolonization, feminist, and New Historical literary criticism. Offered every other spring, starting 2022.

**NASX 279 | Advanced Research Methods | 3 Credits**

*Prerequisite: Grades of C or higher in WRIT 201.

In this course, students learn to locate, scrutinize, and synthesize primary and secondary materials in the process of completing a major research project suitable for archiving. The course includes Indigenous research methodologies and may include a research internship, such as with the Medicine Spring Library. Offered spring semesters.

**PHOT 154 | Digital Photography | 3 Credits**

Students in this course learn the basics of digital photography as an art form that conveys an array of concepts and ideas. Attributes: Media Arts, Critical Thinking. Offered fall and spring semesters.

**PHOT 155 | Advanced Digital Photography | 3 Credits**

*Prerequisite: PHOT 154.

A continuation of PHOT 154, this course furthers student proficiency in the use of the digital camera and Adobe Photoshop. Students develop a skillset for artistic camera techniques using light and color variations, shutter speeds, and aesthetic creativity. Offered fall and spring semesters.

**TCC 101 | First Year Seminar**

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

**TCC 099 | Student Enrichment | 1 Credit**

Students are instructed in and practice college study skills, including lecture notetaking, time management, reading, writing, and preparation for test-taking. Offered fall and spring semesters.

**WRIT 101 | College Writing | 3 Credits**

In this course, students develop and practice a writing process that includes idea generation, drafting, peer review, revising, and editing to produce high quality academic papers. The course includes active reading, critical analysis, and an introduction to academic research and MLA Style. Offered fall & spring semesters.

**WRIT 102 | Introduction to Creative Writing | 3 Credits**

In this writing workshop, students learn technical elements of creative writing and read, meet, and respond to local and re-
gional authors in order to develop their own unique voices and perspectives as creative beings. Students produce original work in a variety of genres, including poems, memes, cartoons, short fiction, and creative nonfiction. No prior experience in creative writing required. Offered every other fall semester, starting 2022.

WRIT 201 | Advanced College Writing | 3 Credits
*Prerequisite: A grade of C or higher in WRIT 101 College Writing.

Advanced College Writing builds on the learning begun in WRIT 101. Students deepen their processes of inquiry, analysis, argumentation, and attribution; sharpen their prose style; and write toward publication. Offered fall and Spring semester. May substitute as 200-level writing requirement (for graduation) in all areas of study, with advisor’s permission.

Division of Math and Science

AHMS 144 | Medical Terminology | 3 Credits

This course provides allied health students with an introduction to basic health and medical terms. It includes the study of the Greek and Latin root words, prefixes, and suffixes. Emphasis is placed on common anatomical, pathological, and diagnostic words and phrases. Offered fall and spring semesters.

ANTH 286 | Survey of the Forensic Sciences | 3 Credits

This course is a survey of forensic sciences and related disciplines and their use in criminal investigations. Topics 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. Offered spring semester.

ANTY 250 | Introduction to Archaeology | 3 Credits

This class provides students with an understanding of the methods and theoretical approaches archaeologists utilize to understand and explain past human societies. The history of the discipline and its evolution to current methods and theories are be introduced. An emphasis will be placed on known cultural/archaeological sites located within the Blackfeet Traditional homelands. Offered fall semester, as needed.

BIOB 101 | Discover Biology | 3 Credits
*Corequisite: BIOB 102

This course introduces basic biological principles, including the basic structure 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. Offered fall and spring semesters.

BIOB 102 | Discover Biology Lab |
1 Credit
*Corequisite: BIOB 101
Exercises in this lab relate to the principles of BIOB 101 lectures. Laboratory experiences include experimentation, microscope work, observations, and dissection. Offered fall and spring semesters.

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

BIOB 161 | Principles of Living Systems Lab | 1 Credit
*Corequisite: BIOB 160
This course practices the scientific method while applying the principles of BIOB160 lectures through laboratory exercises. Offered in fall semester.

BIOB 170 | Principles of Biological Diversity | 3 Credits
*Corequisite: BIOB 171
This course examines the diversity, evolution, and ecology of life, including eukaryotes, bacteria, viruses, Protista, fungi, plants, and animals. Ecological concepts such as natural selection, ecosystems, energy relationships, cycles, population and communities will also be studied. Offered spring semester.

BIOB 171 | Principles of Biological Diversity Lab | 1 Credit
*Corequisite: BIO 170
Laboratory exercises relate the principles of BIOB 170 lectures. Laboratory experiences include basic lab safety, experimentation, microscope work, observation, and dissection. Offered spring semester.

BIOB 291 | Special Topics | Variable Credits
Student(s) and the instructor will jointly agree on the topics and format of study for this course. Emphasis is placed on biomedical and allied health topics. Offered fall and spring semesters.

BIOH 104 | Basic Human Biology | 3 Credits
*Corequisite: BIOH 105
This course explores the fundamental concepts, principles, and processes in the systemic organization of the human body. Content includes the structure and function of the human body in the maintenance of a homeostatic condition at the cellular and tissue levels, biochemical processes, physiological systems, genetics, and metabolism. Offered spring semester.
BIOH 105 | Basic Human Biology Lab | 1 Credit
*Corequisite: BIOH 104
Lab exercises will apply scientific concepts and methods of inquiry to coordinate with the course work for BIOH 104. Offered spring semester.

BIOH 201 | Human Anatomy and Physiology I | 3 Credits
*Prerequisite: BIOB 104 or BIOB 160
*Corequisite: BIOH 202
Students in this course study 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 integumentary, skeletal, muscular, and nervous systems. Offered in fall semester.

BIOH 202 | Human Anatomy and Physiology I Lab | 1 Credit
*Corequisite: BIOH 201
Lab exercises identify the physiology of the various organ systems to coordinate with the course work of BIOH 201. Offered in fall semester.

BIOH 211 | Human Anatomy and Physiology II | 3 Credits
*Prerequisite: BIOH 201
Corequisite BIOH 212
This course is a continuation of Anatomy & Physiology I. The students study the structural and functional workings of the endocrine system, blood, cardiovascular system, lymphatic system, digestive system, respiratory system, and urinary and reproductive system. Offered spring semester.

BIOH 212 | Human Anatomy and Physiology II Lab | 1 Credit
*Corequisite: BIOH 211
Lab exercises will identify the physiology of the various organ systems to coordinate with the course work of BIOH 211. Offered spring semester.

BIOM 250 | Microbiology for Health Science | 3 Credits
*Prerequisite: BIOH 201
*Corequisite: BIOM 251
This course is the study of microorganisms. Major emphasis is on the structure, function, and behaviors of normal biome vs pathogenic organisms in humans, the etiology of infectious diseases, the immune system response, and techniques used to identify and control the pathogens. Offered spring semester.

BIOM 251 | Microbiology for Health Science Lab | 1 Credit
*Corequisite: BIO 250
This lab focuses on the methods used in the medical setting to isolate and identify
pathogenic microorganisms. This laboratory class supports the concepts learned in BIOM 250. Offered spring semester.

**BIOO 220 | General Botany | 3 Credits**
*Prerequisite: BIOB 101  
*Corequisite: BIOO 221  
This course is an introduction to the science of Botany, focusing upon the structure and function in plants: their cytology, anatomy, morphology, taxonomy, ecology, and physiology. Offered fall semester.

**BIOO 221 | General Botany Lab | 1 Credit**
*Prerequisite: BIOB 102  
*Corequisite: BI00 220  
Laboratory activities coordinate with lectures and class work in the science of Botany that focuses upon the structure and function in plant: cytology, anatomy, morphology, taxonomy, ecology, and physiology. Offered fall semester.

**CHMY 141 | College Chemistry I | 3 Credits**
*Prerequisite: M 098 or greater  
*Corequisite: CHMY 142  
This course introduces students to the fundamental concepts of chemistry, including elements and compounds, the periodic table, atomic structure, chemical equations, stoichiometry, solution concentrations, gas laws, heat and energy, quantum theory, and chemical bonding. Primarily intended for science majors/minors, pre-engineering students, and allied health students. Offered fall semesters.

**CHMY 142 | College Chemistry I Lab | 1 Credit**
*Corequisite: CHMY 141  
This lab accompanies CHMY 141 and introduces the tools and techniques of experimental chemistry, such as weighing, solution preparation, titration, and standardization. Offered fall semesters.

**CHMY 143 | College Chemistry II | 3 Credits**
*Prerequisites: CHMY 141 and CHMY 142  
*Corequisite: CHMY 144  
This course introduces students to fundamental concepts of chemistry, including molecular geometry, solutions, and condensed phases. Students learn about chemical / phase equilibria, kinetics, thermodynamics, and electrochemistry. Offered spring semester.

**CHMY 144 | College Chemistry II Lab | 1 Credit**
*Prerequisite: CHMY 142  
*Corequisite: CHMY 143  
This lab accompanies CHMY 143 and introduces qualitative analysis and other
topics to complement the lecture material. Offered spring semester.

CHMY 293 | Independent Study | Variable Credits
When there is adequate reason, as determined by students’ advisors, 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. Offered as needed.

EGEN 105 | Introduction to Engineering | 3 Credits
This course 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. Offered fall semester.

ENSC 105 | Environmental Science | 3 Credits
This course is the study of the physical and biological environment, and uses, and basic ecological principles that lead to a sustainable biosphere. Emphasis will be placed on the impact humans and nature have on the earth and on related resource management techniques. Offered fall semester.

ENSC 220 | Surface Water Hydrology | 3 Credits
*Prerequisites: ENSC 105 & M121
Surface water hydrology is designed to provide students with an understanding of basic surface water hydrology and hydrological process. This course involves an in-depth analysis of the hydrologic cycle and principles. Offered fall semester.

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

ENSC 255 | Climate Diversity | 3 Credit
This course provides a basic review of how the climate system works, and how we know about past climate change and the ecological response. The course focuses on how climatic conditions influence the distribution and abundance of organisms on the earth and how plants, animals, and people are responding to changes within that system. Offered spring semester.
ENSC 270 | Water Quality Monitoring | 3 Credits
This course provides an understanding and an awareness of the basic principles of water quality. Course content will include water quality parameters, pollution sources, and water treatment. This will be related to water regulations, requirements, policies, understanding the basics of water quality plan both locally and regionally, and testing procedures. Offered spring semester.

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. The course will introduce a variety of water resource topics, including water resource terminology, the principles of the hydrologic cycle, water balance techniques, hydrology, hydrogeology, basic computational techniques, historic water information, water law, and water rights overview. Offered spring semester.

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. Emphasis will be on the Montana and Blackfeet Reservation tree species. Offered fall semester.

FORS 250 | Geographical Information System and Geographical Positioning System (GIS/GPS) | 4 Credits
This course is an introduction to global positioning systems and an introduction to geographical information systems. GPS equipment will be introduced and utilized. Data is entered into the GIS ARC software to process mapping and presentation capabilities. Offered fall semester.

GEO 101 | Introduction to Physical Geology | 3 Credits
*Corequisite: 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. Offered spring semester.

GEO 102 | Introduction to Physical Geology Lab | 1 credit
*Corequisite: GEO 101
Lab experiences will introduce students to local geology, including glacial features, faults, extinct volcanoes, ancient sedimentary rock formations, folded and fractured rock, landslides, stream features, erosion, and mineral deposits. Offered spring semester.
GPHY 141 | Geography of World Regions | 3 Credits
This course is an introduction to how the land and peoples of the world are organized into geographical regions. Each region will be examined to identify the different landscapes and people who reside there. Students will recognize differences in their traits, beliefs, ways of life and economic livelihood. Offered spring semester.

M 065 | Pre-algebra | 4 Credits
This course covers pre-algebra concepts involving terminology, fractions, decimals, percent, ratio and proportion. Students will also be introduced to basic measurement, geometry, and statistics. The students will then study linear equations and how to solve one and two-step equations. Offered fall and spring semester.

M 066 | Math Lab | 1 Credit
This is a faculty mentored math-learning environment. This class assists students who need further guidance in math courses. Offered fall and spring semester.

M 098 | Introductory & Intermediate Algebra | 4 Credits
*Prerequisite: M065 or Placement Exam
This course covers basic algebra concepts including terminology; operations on rational numbers; solving and graphing linear equations and inequalities in one and two variables; determining equations of lines; and polynomial and function operations. Students will then explore solutions and graphs of quadratic equations. Using graphing calculators, students will explore solutions to radical equations, systems of equations, and rational equations. Offered spring semester.

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

M 121 | College Algebra | 3 Credits
*Prerequisite: M 098 or Placement Exam
This course covers an in-depth examination of standard topics of college algebra including linear and quadratic functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Solving systems of equations using matrices will also be covered. Offered fall and spring semester.
M 132 | **Numbers and Operations for Elementary School Teachers** | 3 Credits
*Prerequisite: M 098 or M 115
This course covers the study of number and operations for prospective elementary and middle school teachers. Topics include whole numbers, decimals, fractions, percent, integers, operations, numeration systems, and problem solving. Offered fall semester.

M 133 | **Geometry and Measurement for Elementary School Teachers** | 3 Credits
*Prerequisite: M 132
This course is a study of geometry and geometric measurement for prospective elementary and middle school teachers. Topics include synthetic, transformational, and coordinate geometry, constructions, congruence and similarity, 2-dimensional and 3-dimensional measurement, and problem solving. Offered fall semester.

M 151 | **Pre-Calculus** | 4 Credits
*Prerequisite: MAT121 or Placement Exam
This course is designed to prepare students in mathematics or science fields of study for entry into a calculus sequence. This course will cover analytic and geometric properties of polynomials, rational, exponential, logarithmic, and trigonometric expressions, functions, and graphs. Trigonometric functions, inverses, and trigonometric identities will be studied as well as conic sections, complex numbers, sequences and series, and systems of linear equations. Offered spring semester.

M 171 | **Calculus I** | 4 Credits
*Prerequisites: M151 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. Offered fall semester.

M 172 | **Calculus II** | 4 Credits
*Prerequisite: MAT 171 or Placement Exam
This course covers techniques of integration, area computations, volume computations, and improper integrals. Applications of integrals in the sciences is explored, as well as infinite series and various convergence tests, Taylor’s formula, polar coordinates, and parametric curves (time permitting). Offered spring semester.

M 234 | **Higher Mathematics for Elementary School Teachers** | 3 Credits
*Prerequisite: M 132 & M 133
This course is designed for the study of algebra, number theory, probability and
statistics for prospective elementary and middle schoolteachers. This course includes proportional reasoning, functions, elementary number theory, statistical modeling and inference, and elementary probability theory. Offered as needed.

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. Offered in fall semester.

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

PHSX 215 | Fundamentals of Physics w/Calculus I | 3 Credits
*Prerequisite: M 115 or Higher
*Corequisite: PHSX 216
This course covers the concepts of mechanics, fluids, waves and sound. Students also use problem solving abilities and applications of physical concepts. Offered fall semester.

PHSX 216 | Fundamentals of Physics Lab w/Calculus I | 1 Credit
*Corequisite: PHSX 215
In this course, students complete and write activities related to the course topics taken in conjunction and coordinated with PHSX 215. Offered fall semester.

PHSX 217 | Fundamentals of Physics w/Calculus II | 3 Credits
*Prerequisite: PHSX 215
*Corequisite: PHSX 216
This course covers topics in thermodynamics (such as temperature, heat, laws of thermodynamics, and the kinetic theory of gases) and modern physics (such as relativity; models of the atom; quantum mechanics; and atomic, molecular, solid state, nuclear, and particle physics). Offered spring semester.

PHSX 218 | Fundamentals of Physics Lab w/Calculus II | 1 Credit
Corequisite: PHSX 217
In this lab that accompanies PHSX 217, students apply their knowledge through heat, electricity, magnetism and light labs. Offered spring semester.
SCI 150 | Scientific Wonders of Glacier National Park | 3 Credits
Students in this course explore the vast, unique features that Glacier National Park has to offer. Students have an outdoor experience to view the resources located in Glacier National Park. They will be introduced to the history and cultural ties the Blackfeet people have to the landscape. Offered in fall semester.

SCI 212 | Physical & Life Science | 4 Credits
This course focuses on the history of natural science. The study of the solar system, geological, chemical and biological factors of the Universe. Emphasis will be integration of the Blackfeet ways of knowing. Offered in fall semester.

SCI 213 | Earth & Sky | 4 Credits
The course provides both reductionist and holistic approaches. Space Science/Astronomy is the study of everything in outer space based on the planet solar system. Elements of Blackfeet Ways of Knowing, Wonders of Glacier National Park and Blackfeet Skies courses will be integrated. Offered in spring semester.

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 archaeological and cultural resources on Federal lands. Emphasis will be placed on the protection of cultural sites located on the Blackfeet Reservation. Offered in spring semester as needed.

SCI 295 | Introduction to Scientific Research and Writing | 3 Credits
This course presents students with knowledge to develop and apply basic concepts within the context of scientific inquiry. Students present scientific research through a formal paper, poster, and power-point that describes and analyzes scientific data or experimental ideas. Offered in spring semester.

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

STAT 216 | Introduction Statistics | 4 Credits
Prerequisite: M 115
This course is designed to provide students with an introduction to the concepts of statistics and probability. Concepts covered include organization and descript-
tion 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. Offered in spring semester.

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. Offered in spring semester.

School of Nursing
NRSG 319 | Foundations of Nursing (Nursing Theory and Writing) | 2 Credits
This course explores the history of nursing in the context of the evolving healthcare system. Laws, regulations, and ethical guidelines impacting nursing licensure and professional practice are examined. The delivery of patient and family-centered, evidence-based, and safe quality are explored. Offered fall semester.

NRSG 332 | Holistic Health Assessment | 3 Credits
Conducting health histories and physical assessments of well individuals and developing nursing care plans that include patient age-specific health promotion, illness prevention, and risk factors will be emphasized. Assessments will encompass cultural domains, diversity, belief systems, and the implications for traditional as well as complementary and alternative healthcare. Offered fall semester.

NRSG 333 | Holistic Health Assessment Lab | 1 Credit
This course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the life span. Clinical reasoning and judgment will be used to provide ethical, holistic, and patient-centered nursing care, promote health, prevent disease, and manage illness. Offered fall semester.

NRSG 334 | Pharmacology and Lab | 3 Credits
This course provides an introduction and overview of pathology, clinical pharmacology, and pharmacotherapeutics, including how major drugs are used therapeutically for age-specific clients. Other topics to be covered include drug laws and regulations, patient safety, and nurse safety. Offered fall semester.
NRSG 335 | Pharmacology Lab | 1 Credit
This course uses clinical experience to apply pathology, clinical pharmacology, and pharmacotherapeutics, including how major drugs are used therapeutically for age-specific clients. Offered fall semester.

NRSG 306 | Essentials of Nursing Care | 2 Credits
This foundation course focuses on basic concepts related to essential nursing care of patients across the life span. Integration of knowledge of family systems, evidence-based practice, clinical reasoning, and the nursing process to provide safe, effective, patient-centered care will occur. An introduction to the concepts of pain, neurosensory deficits, mobility, oxygenation, communication, fluid and electrolytes, growth and development principles, and prioritization of care. The significance of community nursing will be introduced. Offered fall semester.

NRSG 307 | Essentials of Nursing Care Lab | 1 Credit
This course requires the use of nursing process and clinical reasoning principles to provide safe, effective, patient-centered care. Evidence-based practices will be used when performing essential nursing skills and procedures to care for patients experiencing acute and chronic alterations in health status. Offered fall semester.

NRSG 310 | Medical Surgical I-Nursing Care Across the Lifespan | 4 Credits
This course focuses on the use of clinical reasoning and judgment to provide collaborative care to patients across the life span experiencing chronic and acute alterations in health status. Content is presented based on evidence-based practice and the prevalent health needs of patients. Offered spring semester.

NRSG 311 | Medical Surgical I-Nursing Care Across the Lifespan Lab | 2 Credits
This course uses clinical experiences to apply the nursing process in providing safe, effective, and quality care to patients and families across the life span. Clinical reasoning and judgment will be used to provide ethical, holistic, and patient-centered nursing care, promote health, prevent disease, and manage illness. Offered spring semester.

NRSG 349 | Maternal Newborn | 2 Credits
This course applies the nursing process and evidence-based practice to the care of maternal and newborn patients in a variety of healthcare settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally focused, including a community needs assessment. Offered spring semester.
NRSG 350 | Maternal Newborn Clinical Lab | 2 Credits
This course is the clinical companion to NRSG 349. Concepts, knowledge, and skills taught in NRSG 349 will be applied to both simulation/lab and clinical settings. Evidence-based, developmentally, and culturally appropriate nursing care in a variety of patient-care settings will be emphasized. Offered spring semester.

NRSG 317 | Vulnerable Populations | 1 Credit
This course will be an introduction to vulnerable populations and issues surrounding healthcare. Offered spring semester.

NRSG 329 | Mental Health Nursing | 3 Credits
This course applies theories, concepts, knowledge, and skills for the comprehensive nursing care of those coping with mental health issues. Building on a liberal education, this course integrates theories of mental illness, psychopathology, and current research findings as they relate to the presentation of symptoms and holistic management of care. Offered fall semester.

NRSG 330 | Mental Health Nursing Clinical | 2 Credits
Furthermore, this course utilizes clinical experiences to promote application of the nursing process in providing quality care to those experiencing mental health issues across the life span. Competency in using evidence-based practices to promote health, prevent disease, and manage illness will be developed. Offered spring semester.

NRSG 431 | Medical Surgical Nursing II-Complex Care | 4 Credits
This course explores traditional and contemporary nursing concepts related to complex health alterations, compensations, and environments across the life span. Therapeutic communication, education, and collaborative interventions with diverse individuals and groups are emphasized, including the use of complementary and alternative modalities to meet the needs of patients. Students will continue to build on their community assessment. Offered fall semester.

NRSG 432 | Medical Surgical Nursing II-Complex Care Clinical | 2 Credits
This course focuses on providing care to patients with complex health alterations and life situations. Nursing care to patients in a variety of settings will be provided using the concepts of therapeutic communication and collaborative interventions with a focus on the complexity of the patient’s or family’s needs. Students will conduct a community needs assessment during this course. Offered fall semester.
NRSG 405 | Pediatric Nursing | 2 Credits
This course applies the nursing process and evidence-based practice to the care of pediatric patients in acute, outpatient and non-acute care settings. The course emphasizes the use of the nursing process to provide care to individuals and families that is developmentally and culturally appropriate. Offered fall semester.

NRSG 406 | Pediatric Nursing Clinical | 2 Credits
This course is the clinical companion to NRSG 402. Concepts, knowledge, and skills taught in NRSG 402 will be applied in the simulation/lab and clinical settings. Evidence-based, developmentally and culturally appropriate nursing care in a variety of patient-care settings will be emphasized. Community needs will also be assessed for the pediatric client. Offered fall semester.

NRSG 416 | Research and Ethics in Nursing | 3 Credits
Introduction to critical appraisal of qualitative and quantitative research, and application of research and evidence-based processes used to improve decision-making and patient care outcomes across health settings. Integration of theory, information systems, clinical judgment, interprofessional perspectives and analysis of ethical conduct provide a foundation for learning the research process. Offered fall semester.

NRSG 417 | Population Health Nursing | 3 Credits
Access and barriers to healthcare, past and current healthcare policy, and the professional nurse's role in policy and delivery of healthcare, will be emphasized. Qualitative and quantitative research in relation to healthcare systems, evidence-based nursing practice, and ethical topics will be discussed. Offered fall semester. Offered fall semester.

NRSG 441 | Medical Surgical Nursing III-Acute Care of the Adult | 3 Credits
This course focuses on the use of evidence-based practice and clinical reasoning and judgment to provide collaborative care to adult patients experiencing acute, rapidly changing, life-threatening alterations in health status. Students will also build on their community needs assessment from the previous semester and develop interventions. Offered spring semester.

NRSG 442 | Medical Surgical Nursing III-Acute Care of the Adult with Lab and Clinical | 2 Credits
This clinical course requires students to use evidence-based and collaborative practice principles in providing safe, effective, and quality care to adult patients experiencing acute, rapidly changing, life-threatening alterations in health status. Clinical reasoning and judgment will be used to provide ethical, holistic, pa-
tient-centered nursing care, manage illness, and promote health. Offered spring semester.

NRSG 451 | Leadership and Management | 2 Credits
In this course, students discuss leadership and management theories related to organizational nursing roles, including competencies required for complex change, performance improvement, and transformational leadership. Organizational contexts, structure, processes, and culture in leading and directing patient centered care are examined, along with relationships between governance structures, practice environments, and positive patient outcomes. Offered spring semester.

NRSG 452 | Leadership and Management Clinical | 2 Credits
Leadership and management skills in a variety of nursing care situations will be applied. Nursing unit leadership and staff assignments based on assessment of client needs, resources, priorities, and competencies of staff will be covered. Assessment and evaluation of the provision of evidence-based nursing care will be performed. Offered spring semester.

NRSG 453 | Professional Growth and Empowerment | 3 Credits
This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning will be discussed. NCLEX preparation is included. Offered spring semester.

NRSG 449 | Policy, Ethics, and Advocacy in Professional Nursing Practice | 3 Credits
This course explores the baccalaureate prepared nurse’s role informing public policy process. Nursing jurisprudence, principles of nursing ethics, patient safety advocacy, standards and scope of nursing practice, professional boundaries, nursing peer review, and whistleblower protections are emphasized to prepare students to influence the U.S. HealthCare System and society. Offered spring semester.

Division of Piikani Studies
NASX 110 | Indigenous Humanities | 3 Credits
This course introduces students to the discourse of Indigenous knowledge, ways of knowing and counter-narratives to Eurocentric systems. The course is designed to explore Indigenous scholars’ work. Attributes: Liberal Studies, Native American Studies, Arts. Offered fall semesters.
NASX 141 | Piikani Language Origins & Foundations | 3 Credits
Students are introduced to the Piikani language through fundamental and introductory conversational settings used in daily interactions with community members. Course focus is on origin, philosophy, and proper enunciation of words and terms. Several different teaching methods will be implemented in presenting the language. Offered fall and spring semesters.

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

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

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

NASX 224 | Origin Stories of the Niitsitapi/Piikani | 3 Credits
This course introduces origin stories of the Niitsitapi/Piikani and explores a variety of story forms and authors, with emphasis on Indigenous writers and storytellers. Attributes: Cultural Diversity, Literature. Offered every other spring, starting 2021.

NASX 240 | Introduction to Native American Literature | 3 Credits
Students in this course are introduced to multiple genres of literature (such as short fiction, novels, graphic novels, poetry/lyrics, drama/film/video, essays, mythology, children’s and adolescent) produced by Native American authors, with an emphasis on Piikani writers and storytellers. The course includes an introduction to decolonization, feminist, and New Historical literary criticism. Offered every other spring, starting 2022.
NASX 245 | Advanced Piikani Language | 3 Credits
Prerequisite: NASX 142
Students gain clarity and conversational confidence with the themes and conversational settings introduced in NASX 142. Student role-play, photographs, and other illustrations are used to assist the immersion learning experience. The class will be fast moving and include class assignments within the community. Offered spring semesters; when scheduling permits, may be offered fall semester.

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

NASX 279 | Advanced Research Methods | 3 Credits
Prerequisite: Grades of C or higher in WRIT 201
In this course, students learn to locate, scrutinize, and synthesize primary and secondary materials in the process of completing a major research project suitable for archiving. The course includes Indigenous research methodologies and may include a research internship, such as with the Medicine Spring Library. Offered spring semesters.

NASX 231 | Indigenous Philosophy | 3 Credits
This course introduces students to various Indigenous philosophies and examines Indigenous critiques of Western philosophical perspectives. Offered spring semesters.

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

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

PKNI 109 | Piikani Art Basics | 3 Credits
Students are introduced to the development of basic techniques of traditional Native American crafts, exploring art design in traditional and contemporary styles. Pictographs, buffalo hide paintings, winter counts, and lodge designs are studied for historical reference. Offered spring semesters.
PKNI 120 | Piikani Traditional Ecological Knowledge and Sacred Sites | 3 credits
This course is a study of Piikani traditional knowledge of local resources and sacred sites, environmental ethical practices, and historical and contemporary connections with Piikani identity and Siksikatsitapi land and territory. The course combines in-class lecture and outdoor experiential, land-based learning. Attributes: Ethics, Cultural Diversity, Science. Offered fall semesters.

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

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

PKNI 243 | Piikani Societies, Leadership, & Gender Roles | 3 Credits
This course examines Piikani clans and societies, how individuals were selected for leadership roles, and the general ceremonial roles and responsibilities of males and females. Offered spring semesters.
Administration

Bird, Karla Dr. Ed.D, President, 2019
   PhD, Education Leadership, The University of Montana, 2017
   MA, Counselor Education, The University of Montana, 2011
   BA, Psychology, The University of Montana, Missoula MT, 2008

Gilham-Louis, Daisy, Human Resources Director/ Title XI/ EEO Officer, 2016
   BS, Business Administration, University of Montana, Missoula, MT, 2010

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

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

Wood, Robert, Chief Financial Officer, 2017
   BS, Business Administration, Chapman University, Orange, CA, 1992
   Certificate, Data Processing Technician, Service School Command, San Diego, CA, 1988

Program Directors

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

Bremner, Paula, Bookstore Manager, 2017
   BA, Business Administration, Salish Kootenai College, Pablo, MT, 2015
   AAS, Business Management, Blackfeet Community College, Browning, MT, 2013
Carlson, Marilyn, Procurement Director, 2017
MS, Management, Walden University, Minneapolis MN, 2021
BA, Psychology, The University of Great Falls, Great Falls, MT 2015
AAS, Business Management, Blackfeet Community College, Browning, MT 2004

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

DuCharme, Gaylene, Financial Aid Director, 1998
BS, Business with a concentration in Marketing, University of Phoenix, Phoenix, AZ, 2015
AA, Business Management, Blackfeet Community College, Browning, MT, 1999
AS, Computer & Information Science, Blackfeet Community College, Browning, MT, 1999
AAS, Microcomputer Management, Blackfeet Community College, Browning, MT, 1999
AAS, Network Technician Support, Blackfeet Community College, Browning, MT, 2006

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

Horn, Helen A., Registrar, 2014
BA, Social Work, The University of Montana, Missoula, MT, 2017
AA, Social Work, Blackfeet Community College, Browning, MT, 2016
Certificate, Behavioral Health Aide, Blackfeet Community College, Browning, MT, 2015
AAS, Health, Wellness & Counseling, Blackfeet Community College, Browning, MT, 1997
AA, General Studies, Blackfeet Community College, Browning, MT, 1992

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

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

**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 Chairs**  
**Croff, Iva, Liberal Studies 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  

**Doney, Marlene, Business Division Chair, 2018**  
MBA, Business Administration Cum Laude, Jones International University, 2015  
BS, Business Administration, University of Montana, 2009  
BA, Native American Studies, University of Montana, 2009  
AS, Blackfeet Community College, 2005  

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

**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

v, Director of Nursing, 2020
PhD, University of Texas Medical Branch, Galveston, TX 2016
MSN, Nursing, Vanderbilt University, Nashville, TN 2006
ASN, Nursing, St. Mary’s College. O’Fallon, MO 1981

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

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

DesRosier, Jesse, Pikuni Studies Instructor 2021
BA, Native American Studies, University of Montana, Missoula, MT 2017

Gilham, Skye, USDA Equities Instructor 2021
BA, Sociology, University of Montana, Missoula, MT 2005

Gordon, David, Criminal Justice Instructor, 2018
Juris Doctorate, Alexander Blewett III, School of Law, Missoula, MT 1999
BA, History, University of Montana, 1995
B.A. Liberal Studies, University of Montana, 1994

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

Faculty
Arnoux-Whiteman Diana, Science Instructor, 2019
BA, Science, Montana State University, Bozeman, MT 1994
ASCP, Medical Laboratory Scientist, 2019
Gordon, Melissa, Nursing Instructor II, 2016
BA, Nursing, Montana State University, Bozeman, MT, 2000

Hall, Cliff, Hydrology Instructor, 2019
BA, Science, University of Montana, Missoula, MT 1988

Johnson, Lisa, Nursing Instructor, 2014
PhD, Nursing, Widener University, Upland, PA, 2015
MSN, Nursing - Nursing Education/Community Health, Widener University, Upland, PA, 2007
BA, Anthropology/Sociology, West Chester University, West Chester, PA 1997
AAS, Nursing, Reading Area Community College, Reading, PA, 2000

Johnson, Robin, Elementary Education Instructor/Advising
MS, Education, Montana State University-Northern, Havre, MT 2006
BS, Elementary Education, Montana State University-Northern, Havre, MT 2002

King, Marietta, Human Services Instructor, 2013
MS, Counseling Psychology, College of Great Falls, MT, 1995
BA, Criminal Justice, College of Great Falls, MT, 1991

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

Madman, Cheryl, Tribal Community Teacher Capacity Project Developer, 2017
BS, Elementary Education, Salish Kootenai College, Pablo, MT, 2010
AA, Network Technician Support, Blackfeet Community College, Browning, MT 59417, 2000
AA, Elementary Education, Blackfeet Community College, Browning, MT 2000

Mckay, Michael, Health Science/Biology Instructor, 2019
BA, Science, Montana State University, Billings, MT 2002

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

Petersen, James R., Humanities Liberal Arts Instructor, 2002
MA, English, National University, San Diego, CA, 2008
BS, Psychology, Illinois State University, Normal, IL, 1986

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

Staff

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

Blackman, Jesse, Maintenance Technician, 2019
Blackfeet Community College, GED, 2010
CDL/ Flagger, 2010

Bremner, Marissa, GASPA Coordinator, 2016
AAS, Natural Resource Management, Blackfeet Community College, 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
Burns, Kayla, BNACTEP-STEM Career Center Placement Specialist 2020
BA, Psychology, University of Montana, Missoula, MT 2018

Brown-Lopez, Desiree M., Financial Aid Specialist, 2021
AS, Business Management, Blackfeet Community College, Browning, MT, 2020

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

Douglas, Summer L., Facilities/Maintenance Administrative Assistant 2021
Hazardous Chemicals: SDS, 2019
High School Diploma, Browning MT, 1997

Espinoza, April, Junior Accountant 2020
BA, Communication Studies, Colorado State University, Fort Collins, CO 2017
AS, Accounting, Blackfeet Community College, Browning, MT 2021

Farmer, Christie, Human Resources Assistant 2021
AA, Addiction Studies, Blackfeet Community College, Browning, MT 2021
AA, Social Work, Blackfeet Community College, Browning, MT 2021
Certificate, Behavioral Health Aide, Blackfeet Community College, Browning, MT 2021

Fast Buffalo Horse, Michael. Library Technician, 2018
BA, History, Montana State University, Bozeman, MT, 2015

Galbreath, Mark, Maintenance Technician 2015
High School Diploma, New Mexico High School, 1999
Certificate, Boiler Operators License, 2014
ISC - Hybrid - 100 & 200, State of Montana, 2020

Gobert, Rose, Business/Technology Administrative Assistant 2019
AS, Liberal Arts, Blackfeet Community
Gray, Danelle, Accounts Payable Specialist, 2016
  AAS, Office Administration, Blackfeet Community College, Browning, MT 2012

Hall, Andrea, AES Academic Support Specialist, 2019
  BA, Psychology, University of Montana, Missoula, MT 2018
  AA, Social Work, Blackfeet Community College, Browning, MT 2014

Kennedy, Jeremiah, Liberal Studies/ Piikani Studies Administrative Assistant 2019
  AS, Business Management, Blackfeet Community College, Browning, MT 2020

Landry, Drew, USDA Extension Agent, 2018
  BS, General Studies, University of Louisiana, Lafayette, La 1999

Last Star, Gerald, AES Administrative Assistant/Data Control Specialist 2019
  AA, Human Service/Criminal Justice, Blackfeet Community College, Browning, MT, 2019

Many White Horses, Rahkee, Payroll Specialist 2019
  AAS, Office Administration, Blackfeet Community College 2019
  AS, Accounting, Blackfeet Community College, 2019

Monroe, Glen, Custodian, 2013
  High School Diploma, Browning High School, 1989
  Certificate, Right to Know & General Cleaning Procedures, 1993

Old Chief, Crystal, Secretary, 2007
  AAS, Secretarial Administration, Blackfeet Community College, Browning, MT 1993
  Certificate, Clerk Typist, Blackfeet Community College, Browning, MT, 1991

Old Chief, Kimberly, Library Technician, 2018
  AAS, Computer Science, Blackfeet Community College, Browning, MT 2017

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

Peterson, Austin, Bookstore Operations Assistant, 2019
  AA, Liberal Arts, Blackfeet Community College, Browning, MT, 2017
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

Running Crane, Jessie, Finance Technician, 2019  
AAS, Office Administration, Blackfeet Community College, Browning, MT, 2011

Running Crane, Sheri, Cafeteria Manager, 2019  
Food Handler Certification, Efood Card, State of Montana, 2018

Rutherford, Joseph, D. Library Network Technician, 2018  
BA, Drama, University of Montana, Missoula, MT, 2010

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

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

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

Smith, Wayne, Registrar Technician 2020  
BA, Journalism, University of Montana, Missoula, MT 2009

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, 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
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
AA, Social Work, Blackfeet Community College, Browning MT, 2021

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