Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM  
Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________
2. Date submitted: ________________________________________________
3. Date approved: 4/21/2016  Date revised: ____________________________
4. Department/discipline: Career Planning
5. Department(s) endorsement(s): __________________________________
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title: College Bound
   Abbreviated course title (25 characters or less):
7. Course Designator: CAOR
8. Course Level: 10
9. Number of Credits: Lecture: 3  Lab: 0
10. Control Number (on site): 25
    Control Number (online): 0
11. Catalog/Course description:
    College Bound is a year-long program aimed at bridging the gap between high school and college, especially for Native students. The goal is to help them feel better prepared, more confident and more interested in applying for college. Students will be introduced to computer skills, the library, as well as the many programs and degree options at FDL. The coursework portion of the class will be divided between math and English instruction with a focus on the fundamentals of both at the college level. Tutoring for high school homework will also be available. Students will be graded pass/fail.
12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Determined by instructors

14. Course Content (Provide an outline of major topics covered in course)

Students will gain an introduction to:
1. Computer skills, including D2L and online learning
2. English skills needed for writing in the academy, including paragraph and essay structure; sentence-level skills; the writing process; research and documentation.
3. Student-support services, including the CAA and the library
4. Math skills needed for success in high school or developmental level college math such as:
   a. solving algebraic equations and systems, manipulating algebraic expressions, and using basic geometry in real-world settings.
5. The major programs and degrees offered at FDLTCC via guest speakers and hands-on learning

15. Learning Goals, Outcomes, and Assessment
At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Select programs, degrees and courses of interest to them as they begin the college application process. (B)
2. Practice writing at the college level (paragraphs, essays, revising, editing). (A)

3. Practice math skills to ready them for college level mathematics (equation solving and manipulation, geometry). (C)

4. Explore a cultural perspective through their work in mathematics and writing. (D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): **N/A**

Goal and Outcomes:
- Goal: N/A
- Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<tr>
<th>College or University</th>
<th>Course Number &amp; Title</th>
<th>Credits Awarded</th>
<th>General Education</th>
<th>Program</th>
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