



GRADUATION REQUIREMENTS

Associate of Arts Degree

The Associate of Arts degree is awarded to students for successful completion of programs primarily intended to provide a broad liberal arts and sciences background, and to constitute the first two years of four-year degree programs. Associate of Arts degree requirements are as follows:

1. Complete a minimum of 60 semester credits numbered 1000 or above with a minimum grade point average of 2.00.
2. Complete with a passing grade two courses in Physical Education.
3. Complete at least 20 semester credits at FDLTCC, including the last 10 semester credits.
4. Complete with a passing grade AMIN 1050 Anishinaabeg of Lake Superior.
5. Complete a minimum of 40 semester credits of general education courses listed in the goal areas as defined by the Minnesota Transfer Curriculum.

Associate of Science Degree

Associate of Science degrees are 60 to 64 semester credits in length and may be awarded for successful completion of a program designed for transfer to a baccalaureate major in a related scientific or technical field, or may be designed for employment. Associate of Science degree requirements are as follows:

1. Complete the required 60 to 64 semester credits numbered 1000 or above with a minimum grade point average of 2.00.
2. Complete with a passing grade one course in Physical Education.
3. Complete at least 20 semester credits at FDLTCC, including the last 10 semester credits.
4. Complete with a passing grade AMIN 1050 Anishinaabeg of Lake Superior.
5. Complete a minimum of 30 semester credits of general education courses from at least six of the ten goal areas of the Minnesota Transfer Curriculum.
6. Complete the balance of credits in the pre-professional area.

Associate of Applied Science Degree

Associate of Applied Science degrees are 60 to 72 semester credits in length and may be awarded for successful completion of a program primarily intended for employment. Twenty semester credits shall be taught by the faculty recommending the award of the degree.

The Associate of Applied Science degree requirements are as follows:

1. Complete the required 60 to 72 semester credits numbered 1000 or above with a minimum grade point average of 2.00.
2. Complete at least 20 credits at FDLTCC, including the last 10 semester credits.
3. Complete a minimum of 25 percent general education credits from at least three of the ten goal areas of the Minnesota Transfer Curriculum.
4. Complete with a passing grade AMIN 1050 Anishinaabeg of Lake Superior.
5. Complete at least 30 semester credits in program-related occupational or technical courses.

Associate of Fine Arts Degree

The Associate of Fine Arts degree is awarded to students for successful completion of a 60 to 64 credit program in particular disciplines in the fine arts. The associate degree program is designed to transfer in its entirety to a related baccalaureate degree program. Associate of Fine Arts degree requirements are as follows:

1. Complete the required 60 to 64 semester credits numbered 1000 or above with a minimum grade point average of 2.00.
2. Complete at least 20 semester credits at FDLTCC, including the last 10 semester credits.
3. Complete with a passing grade AMIN 1050 Anishinaabeg of Lake Superior.
4. Complete a minimum of 24 semester credits of general education from at least six of the ten goal areas of the Minnesota Transfer Curriculum.
5. Complete at least 20 semester credits taught by the faculty recommending the award of the degree.

The required credits listed above are minimum thresholds for the degree, as defined by the Minnesota State Colleges and Universities system. Minimum requirements for specific degrees at FDLTCC may be different.

General Education Competencies

Associate degrees require general education competencies in a number of categories. These categories are as follows:

- **Information and Technology:** The student will be able to demonstrate the ability to use print and non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.
- **Ability to Communicate:** The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of formats.
- **Problem Solving:** The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.
- **Culture:** The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of others' traditions and cultures, and respect for global diversity.

Students' competency in each of these categories will be assessed using a variety of methods.

Minnesota Transfer Curriculum

Policy

Fond du Lac Tribal and Community College, as a member institution of the Minnesota State Colleges and Universities system (MnSCU), will establish and implement the Minnesota Transfer Curriculum as the package of lower division general education requirements in compliance with Minnesota State Colleges and Universities Policy 3.37 – Minnesota Transfer Curriculum.

The Minnesota Transfer Curriculum, established in Fall 1994, is the means by which students transfer their completed lower division general education requirements to any public college or university in Minnesota. Each receiving Minnesota State Colleges

and Universities institution will accept a Minnesota Transfer Curriculum course, goal area, or entire curriculum as determined and documented by the sending Minnesota State Colleges and Universities institution.

All Minnesota Transfer Curriculum courses will be verified by the faculty of Fond du Lac Tribal and Community College as meeting the goals and student competencies agreed upon by representatives of all public higher education systems in Minnesota.

All students who enroll at Fond du Lac Tribal and Community College are eligible to complete the Minnesota Transfer Curriculum. Students who seek the Associate of Arts degree must complete the full Minnesota Transfer Curriculum. Students who seek the Associate of Science or Associate of Applied Science degree must complete portions of the Minnesota Transfer Curriculum as specified by their program planners.

Criteria

Fond du Lac Tribal and Community College will use the criteria established for review of the Minnesota Transfer Curriculum to ensure consistent implementation across the Minnesota State Colleges and Universities system. Documents available for reference on the Minnesota State Colleges and Universities website (www.mnscu.edu) include: Checklist of Criteria for Evaluation of Courses Included in the Minnesota Transfer Curriculum, and Guidelines for the Review and Design of a Minnesota Transfer Curriculum.

Minnesota Transfer Curriculum Agreement

Courses

New or revised courses proposed to be included in the Minnesota Transfer Curriculum will be presented for approval to the campus Academic Affairs and Standards Committee. This committee will apply the criteria listed above to determine course eligibility and placement in Minnesota Transfer Curriculum goal areas.

Review

Fond du Lac Tribal and Community College will implement a periodic review process for its Minnesota Transfer Curriculum and the courses included as required by Minnesota State Colleges and Universities system.

Transfer of the Minnesota Transfer Curriculum

Transfer from a Minnesota State Colleges and Universities Institution

When a Minnesota State Colleges and Universities college or university has determined that the entire Minnesota Transfer Curriculum has been completed by a student, the entire Minnesota Transfer Curriculum will be accepted as complete for that student at Fond du Lac Tribal and Community College.

When a Minnesota State Colleges and Universities institution has determined that a Minnesota Transfer Curriculum goal area has been completed by a student, the goal area will be accepted as complete for that student at Fond du Lac Tribal and Community College. When a Minnesota State Colleges and Universities institution has determined that a course meets goal area competencies for a student, the goal area competencies will be accepted as meeting the same goal area at Fond du Lac Tribal and Community College.

Transfer from the University of Minnesota

When the University of Minnesota has determined that the entire Minnesota Transfer Curriculum has been completed by a student, the entire Minnesota Transfer Curriculum shall be accepted as complete for that student at Fond du Lac Tribal and Community College. If the student has not completed the entire Minnesota Transfer Curriculum at the University of Minnesota, Fond du Lac Tribal and Community College will determine how each course meets Minnesota Transfer Curriculum requirements for that student. If evidence is presented that another Minnesota State Colleges and Universities institution has assigned a University of Minnesota course to a goal area, Fond du Lac Tribal and Community College will accept the course as meeting the same goal area competencies for that student.

Transfer from Other Institutions

For course credits accepted in transfer from a regionally accredited institution, Fond du Lac Tribal and Community College will determine how each course meets Minnesota Transfer Curriculum requirements. If evidence is presented that another Minnesota State Colleges and Universities institution has assigned an accredited institution's course to a goal area, Fond du Lac Tribal and Community College will accept the course as

meeting the same goal area competencies for that student. If evidence is presented that another Minnesota State Colleges and Universities institution has assigned a non-accredited institution's course to a goal area, Fond du Lac Tribal and Community College will NOT accept the course as meeting goal area competencies. Students with courses from non-regionally accredited institutions must demonstrate learning outcomes by choosing from Fond du Lac Tribal and Community College's Credit by Examination policy or completing the petition process.

Grade Requirements

Fond du Lac Tribal and Community College will accept Minnesota Transfer Curriculum courses, completed goal areas, and the entire Minnesota Transfer Curriculum with the passing grades earned at the sending system college or university. Compliance with this Minnesota State Colleges and Universities policy means that Fond du Lac Tribal and Community College will accept D grades in Minnesota Transfer Curriculum-assigned courses only, effective for students enrolling in Spring Semester 2008 and beyond. A 2.0 Minnesota Transfer Curriculum grade point average that includes all transfer course grades as well as Fond du Lac Tribal and Community College course grades is required for recognition of a student's completion of the entire Minnesota Transfer Curriculum with or without completing an associate degree. This grade point average calculation will be made in the general education requirement section of a student's degree audit.

As specified in the Fond du Lac Tribal and Community College graduation requirements, students must meet the grade requirements established by Fond du Lac Tribal and Community College for a specific program and degree. The calculation of this grade point average will be based on Fond du Lac Tribal and Community College courses only and is the grade point average that will appear on the Fond du Lac Tribal and Community College transcript.

Residence

To be eligible for verification of completion of the Minnesota Transfer Curriculum by Fond du Lac Tribal and Community College, a student must have earned a minimum of 20 semester credits at Fond du Lac Tribal and Community College, including the last 10 semester credits.

Disseminating Information

Minnesota Transfer Curriculum Course, Policy and Program Information

Fond du Lac Tribal and Community College publishes the following information on the college website, in the college catalog, and at www.mntransfer.org:

- A current list of Minnesota Transfer Curriculum courses
- Information related to this Minnesota Transfer Curriculum policy and procedures
- Academic program requirements that include Minnesota Transfer Curriculum goal areas
- Appeal process information

Student Responsibility

The student is responsible for arranging for an official transcript and any other required supporting documentation.

Student Appeal

Minnesota Transfer Curriculum Transfer Course Appeal

The transcript evaluation provided to the student will show how transfer courses were applied to Minnesota Transfer Curriculum goal areas within the requirements of the student's program of study at Fond du Lac Tribal and Community College. If a student has questions about the application of transfer courses to Minnesota Transfer Curriculum goal areas, the first step is to contact the transfer specialist for an explanation. If a mistake has been made or new evidence from the sending institution is presented, the goal area assignment will be corrected. In the event of continued disagreement regarding the assignment of transfer courses to goal areas, a student may appeal within one month of receiving the evaluation notice by completing a petition form available in the Records Office and attaching supporting documentation. The petition will be reviewed by the Petition Committee.

System-Level Appeal

If the student is not satisfied with the Fond du Lac Tribal and Community College transfer appeal decision, the student may submit a request to the Minnesota State Colleges and Universities Senior Vice Chancellor of Academic and Student Affairs for a system-level appeal.

Goal 1: Communication

Goal: To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum.

Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

(Select three courses. One course must be selected from each group.)

Group A.

ENGL 1001 College Writing I:
Composition and Research (4)

Group B. One of the following:

ENGL 1010 College Writing IIA:
Introduction to Literature (3)

ENGL 1020 College Writing IIB:
Writing for Work (3)

ENGL 1030 College Writing IIC:
Creative Writing (3)

ENGL 1040 College Writing IID:
American Indian Literature (3)

Group C. One of the following:

SPCH 1010 Public Speaking (3)

SPCH 1020 Interpersonal Communication (3)

SPCH 2010 Family Communication (3)

Goal 2: Critical Thinking

Goal: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students who complete the 40 credits of Minnesota Transfer Curriculum requirements will have completed the goal and competencies of Critical Thinking.

Goal 3: Natural Sciences

Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

(Select two courses. Courses may be selected from the same department. One course must have a lab component.)

- BIOL 1010 Aspects of Biology (4)
- BIOL 1060 Environmental Science (4)
- BIOL 1101 General Biology I (5)
- BIOL 1102 General Biology II (5)
- BIOL 2005 Fundamentals of Nutrition (3)
- BIOL 2010 Microbiology (4)
- BIOL 2020 Anatomy and Physiology I (4)
- BIOL 2021 Anatomy and Physiology II (4)
- BIOL 2025 Cell Biology (4)
- BIOL 2030 Botany (3)
- BIOL 2031 Zoology (3)
- BIOL 2050 Principles of Ecology (4)
- CHEM 1001 Aspects of Inorganic Chemistry (4)
- CHEM 1002 Organic Chemistry (4)
- CHEM 1010 General Chemistry I (5)
- CHEM 1011 General Chemistry II (5)
- GEOG 1010 Physical Geography (3)
- GEOG 2010 Disasters (3)
- GEOL 1001 Introductory Geology (4)
- GEOL 2010 Geomorphology (4)
- PHYS 1001 Introduction to Physics I (4)
- PHYS 1002 Introduction to Physics II (4)
- PHYS 1020 Introductory Astronomy (4)
- PHYS 1030 Meteorology (3)

Goal 4: Mathematical/Logical Reasoning

Goal: To increase students' knowledge about mathematical and logical modes of thinking enabling students to better appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers.

Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

(Select one option)

- MATH 1010 College Algebra (3)
- MATH 1015 Trigonometry (2)/
MATH 1010 College Algebra (3)
- MATH 1025 Introduction to
Contemporary Mathematics (3)
- MATH 1030 Introduction to Statistics (3)
- MATH 2001 Calculus I (5)
- PHIL 1020 Critical Thinking (3)
- PHIL 2020 Logic (3)

Goal 5: History and the Social and Behavioral Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

(Select two courses. One course must be selected from each group.)

Group 1

- AMIN 2001 Federal Laws and the
American Indian (3)
- AMIN/SOC 2030 Contemporary American
Indian Concerns (3)
- ANTH 1001 Introduction to
American Indian Studies (3)
- ANTH 1020 Cultural Anthropology (3)
- PSYC 1020 Death and Dying (3)
- PSYC 1030 Drug Use and Abuse (3)
- PSYC 2001 General Psychology (4)

PSYC 2010 Developmental Psychology (4)
 PSYC 2020 Group Dynamics (3)
 PSYC 2030 Abnormal Psychology (3)
 SOC 1001 Introduction to Sociology (3)
 SOC/LAWE 1010 Crime and Delinquency (3)
 SOC 1020 Human Relations (3)
 SOC 1050 The Family as a Social Institution (3)
 SOC 1060 Human Sexuality (3)
 SOC 2010 Social Problems (3)

Group 2

ECON 2010 Principles of Economics:
 Microeconomics (3)
 ECON 2020 Principles of Economics:
 Macroeconomics (3)
 GEOG 1020 Cultural Geography (3)
 GEOG 1030 Environmental Conservation (3)
 GEOG 1040 World Regional Geography (3)
 HIST 1010 Western Civilization I (4)
 HIST 1011 Western Civilization II (4)
 HIST 1030 History of United States I (4)
 HIST 1031 History of United States II (4)
 HIST 1050 American Indian History I (4)
 HIST 1051 American Indian History II (4)
 POLS 1010 American Government (3)
 POLS 1020 State and Local Government (3)
 POLS 1030 International Relations (3)

Goal 6: The Humanities and Fine Arts

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

(Select two courses. Courses must be selected from different departments.)

ART 1001 Introduction to Art (3)
 ART 1010 Drawing (3)
 ART 1020 Design (3)
 ART 1030 Painting (3)
 ART 1040 Water Colors (3)
 ART 1060 American Indian Art (3)
 ART 1080 Art History I (3)
 ART 1081 Art History II (3)
 ART 1095 Digital Photography (3)
 ART 1097 Intro to Digital Graphics (3)
 ART 2010 Sculpture (3)
 ART 2020 Ceramics (3)
 ENGL 2010 Modern Short Story (3)
 ENGL 2015 Modern Novel (3)
 ENGL 2020 Poetry (3)
 ENGL 2025 Modern Drama (3)
 ENGL 2030 Film as Art (3)
 ENGL 2035 Literature of Science Fiction (3)
 ENGL 2040 Mythology (3)
 ENGL 2045 Literature by Women (3)
 MUSC 1010 Music Appreciation (3)
 MUSC 1020 American Popular Music (3)
 MUSC 1030 Music of the World's Peoples (3)
 MUSC 1035 American Indian Music (3)

(Two credits selected from the following music list can be used in place of one course.)

MUSC 1070 Choir (1)
 MUSC 1072 Instrumental Ensemble (1)
 MUSC 1080/1180/2080/2180-
 1086/1186/2086/2186
 Applied Music Lessons (1)
 PHIL 2001 Introduction to Philosophy (3)
 PHIL 2010 Ethics (3)
 PHIL 2040 World Religions (3)
 PHIL 2070 Environmental Ethics (3)
 THTR 1001 Introduction to Theater (3)
 THTR 1010 Beginning Acting (3)

Goal 7: Human Diversity

Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

(Select one course.)

***AMIN 1050 Anishinaabeg of Lake Superior (3)**

- ENGL 1040 College Writing IID:
American Indian Literature (3)
- ENGL 2035 Literature of Science Fiction (3)
- ENGL 2045 Literature by Women (3)
- GEOG 1020 Cultural Geography (3)
- HIST 1050 American Indian History I (4)
- HIST 1051 American Indian History II (4)
- MUSC 1020 American Popular Music (3)
- MUSC 1035 American Indian Music (3)
- SOC 1020 Human Relations (3)
- SOC 2010 Social Problems (3)
- SPCH 1030 Intercultural Communication (3)
- SPCH 2010 Family Communication (3)

Goal 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop students' ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

(Select one course.)

- ANSH 2002 Anishinaabe Language IV (4)
- ANTH 1010 Native Skywatchers (4)
- ANTH 1020 Cultural Anthropology (3)
- ART 1080 Art History I (3)
- ART 1081 Art History II (3)
- ECON 2020 Principles of Economics:
Macroeconomics (3)
- ENGL 2040 Mythology (3)
- GEOG 1040 World Regional Geography (3)
- HIST 1010 Western Civilization I (4)
- HIST 1011 Western Civilization II (4)

- MUSC 1030 Music of the World's Peoples (3)
- PHIL 2001 Introduction to Philosophy (3)
- PHIL 2040 World Religions (3)
- POLS 1030 International Relations (3)
- PSYC 1020 Death and Dying (3)
- SPCH 1030 Intercultural Communication (3)

Goal 9: Ethical and Civic Responsibility

Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which students can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and to function as public-minded citizens.

(Select one course.)

***AMIN 1050 Anishinaabeg of Lake Superior (3)**

- JOUR 1001 Mass Communication (3)
- PHIL 2010 Ethics (3)
- PHIL 2070 Environmental Ethics (3)
- POLS 1020 State and Local Government (3)
- PSYC 1030 Drug Use and Abuse (3)

Goal 10: People and the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both bio-physical principles, and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

(Select one course.)

- ANTH 1010 Native Skywatchers (4)
- BIOL 1060 Environmental Science (4)
- GEOG 1010 Physical Geography (3)
- GEOG 1030 Environmental Conservation (3)
- GEOG 2010 Disasters (3)
- SOC 1001 Introduction to Sociology (3)

***AMIN 1050 is a required course for all associate degrees.**