

COLLEGE CATALOG



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Boozhoo. Nagaajiwanaang gabe gikendaasoowigimigong indanokii. Niwiidookaaz ji-ganawendamaang oo gabegikendaasoowigamig miinawa ji-ganawenimagwaa gakina awiiya omaa.

Hello everyone! I work at Fond du Lac Tribal and Community College. I help take care of this college and help take care of all here. I am humbled and honored to be working here.

Fond du Lac Tribal and Community College, even after nearly 33 years of existence, is an ever-unfolding experiment – a union of cultures in which no one is made to sacrifice their identity, yet each strive toward the same goal of becoming better through a postsecondary education. Fond du Lac Tribal and Community College is the only state and tribal college in the nation and there exists a strong partnership between the Fond du Lac Band of Lake Superior Chippewa and the State of Minnesota. Our partnership is not necessarily easy or simple; instead, it is one that is grounded in the faith that we can each become better by walking together.

This unique collaboration offers all students the opportunity to learn in a comfortable and diverse environment. Not only are there great programs and classes available to students, but there are wonderful student life activities sure to meet a variety of interests.

Our goal at Fond du Lac Tribal and Community College is to help you become successful at whichever path or program you decide. Our faculty and staff are the best around and are always available to answer your questions. Advising, career counseling, financial aid, and tutoring are just a few services that we offer.

On behalf of our staff and faculty, thank you for choosing Fond du Lac Tribal and Community College for your educational journey. We hope you enjoy your time on our beautiful campus and we wish you much success!

Best Wishes,

Stephanie Hammitt
President



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It is our intention to provide resources relevant to the academic, extracurricular, and social lives of students.

Every effort has been made to ensure the accuracy of the material contained within this catalog as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the University/College administration, the Minnesota State Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this catalog do not constitute a contract between the student and the University/College. The information in this catalog is for use as an academic planning tool and is subject to change at any time.

Upon publication of this catalog, all previous issues are revoked. This catalog was revised and published in 2019.



GENERAL INFORMATION

GENERAL
INFORMATION

Mission

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission we will:

- Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.
- Respectfully promote the language, culture and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experiences, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

Vision Statement

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

Core Values

During 2013 and 2014, Fond du Lac Tribal and Community College identified five core values to be used as guiding principles on campus. Our core values are:

Respect: Manaaji'idiwin

Integrity: Gwayakwaadiziwin

Stewardship: Ganawenjigewin

Innovation: Maamamiikaajinendamowin

Compassion: Zhawenjigewin

History

Fond du Lac Tribal and Community College is a unique institution, created by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Band that same year. Its commitment to meeting the educational needs of a diverse population is reflected in its mission statement.

Prior to the 1987 opening, the Fond du Lac Band invited Mesabi Community College to hold college classes in the Ojibwe School on the Fond du Lac Reservation in 1985. In 1986, the Minnesota Legislature funded a feasibility study for a community college to serve the Fond du Lac Reservation, Cloquet and area communities.

The tribal community college idea gained momentum in the early 1980s as the Reservation Business Committee documented a need for higher educational opportunities among the residents of both Carlton and St. Louis counties in Minnesota.

In 1985, Mesabi Community College accepted the Reservation Business Committee's invitation to hold college classes at the Ojibwe School site on the Fond du Lac Reservation. The collaboration was immediately successful and in 1986, the Minnesota Legislature funded a feasibility study for a community college operated as a joint venture of the Fond du Lac Band and the Arrowhead Community College Region.

Fond du Lac Tribal and Community College opened its doors in the Fall Quarter of 1987, eight years after the Fond du Lac Reservation Business Committee first voiced the need for a community college as part of a comprehensive educational plan for the reservation.

In 1987, the Bureau of Indian Affairs determined that Fond du Lac Tribal and Community College was eligible for funding under the Tribally Controlled Community College Act (Public Law 95471), and the Minnesota Legislature appropriated money for the college's first two years of operation. The college utilized classroom and office space in the Garfield Building in Cloquet.

In 1989, Fond du Lac Tribal and Community College became a voting member of the American Indian Higher Education Consortium (AIHEC).

In 1989, the Minnesota Legislature authorized the beginning of design development for a college campus. A planning committee representing tribal and civic government, business, the Arrowhead Community College Region, college students, faculty, and staff worked with architect Thomas A. Hodne, Jr. to produce a concept reflecting both American Indian and non-Indian cultural values. The Minnesota Legislature approved the plan later that year.

Architectural plans completed in 1990 called for a campus built in phases. Construction of the first phase began in July 1991. Plans included classrooms, library, computer labs, and student services, faculty and administrative offices. The new campus, able to accommodate the equivalent of 500 full time students, opened its doors Fall Quarter 1992.

In 1994, the federal Bureau of Indian Affairs reconfirmed Fond du Lac Tribal and Community College as a tribal college under the Tribal Community College Act. Congress passed legislation giving Fond du Lac Tribal and Community College status as a Land Grant Institution, and the Minnesota Legislature approved Fond du Lac Tribal and Community College as a full college by state standards with co-governance language between the state and the Fond du Lac Band of Lake Superior Chippewa. (Minnesota Statute 136F.10) Additionally, legislators wrote into state statute the college's unique mission to serve lower-division students in the immediate area, with a specific focus on serving American Indian students throughout the state, especially in Northern

Minnesota. (Minnesota Statute 136F.12). The Minnesota Higher Education Board confirmed Fond du Lac Tribal and Community College as a full community college, according to state system standards for funding.

In 1995, planning funds were appropriated by the legislature for the development of phase two in the building program. Plans included the construction of student housing on campus, which were approved in 1996.

The on campus student housing project moved forward during 1996 as the Minnesota Legislature appropriated funding for construction of the new housing complex at the college. Groundbreaking for the student housing facility took place in September 1998. The housing facility was completed in August 1999.

A satellite uplink was added in 1996, enabling the college to send and receive additional course offerings via a distance learning network. In 1997, Fond du Lac Tribal and Community College celebrated its tenth year of operation. It was a decade of excellence, evident in the rapid growth and expansion of the college, and its acceptance by local, state and national governing bodies and education boards.

Starting with the new academic year in the Fall of 1998, Fond du Lac Tribal and Community College changed from a quarter term system to a semester term system. In June of 1998, the United States Department of Agriculture Natural Resources Conservation Service partnered with the college to establish on campus a national Center of Excellence emphasizing soil science map compilation.

The final year of the century, 1999, was an eventful one at Fond du Lac Tribal and Community College. In May 1999, after an intensive self-study process and site visit evaluation, the college was recommended for ten-year accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. In August, the new residence hall on campus was completed and the first students moved in for Fall Semester. Enrollment reached a then all-time high with 937 students registered for Fall Semester classes. Since then, enrollment reached 1,714 students during Fall Semester 2003.

With the growing popularity of the college and the increasing enrollment creating extra demand for classroom and office space, the Minnesota Legislature approved a \$4.5 million bonding request to expand the academic classroom building on campus. Combined with an additional \$3 million of privately raised funds, the expansion project added nearly 40,000 square feet of classrooms, faculty offices, student meeting and casual space, tutoring center, conference rooms and storage areas. Groundbreaking occurred in August, 2002, and the building expansion was completed one year later in August 2003.

In 2003, Fond du Lac Tribal and Community College also gained approval from the Minnesota Legislature and the Minnesota State Colleges and Universities Board of Trustees to develop and offer a baccalaureate degree program in

Elementary Education. With this approval, Fond du Lac Tribal and Community College is the only community college in Minnesota with the ability to offer four year bachelor's degrees.

In April 2003, Fond du Lac Tribal and Community College had a successful Focus Site Visit on Student Academic Achievement by the Higher Learning Commission, with a subsequent monitoring report that was submitted and accepted in 2005.

In 2005, the Urban Outreach Program site in Minneapolis was closed, and the federal Bureau of Indian Affairs discontinued funding to Fond du Lac Tribal and Community College.

Groundbreaking for the new Lester Jack Briggs Cultural Center and the expansion of the Ruth A. Myers Library took place in 2007. The two projects added approximately 37,000 square feet of space to the campus infrastructure. Both projects were completed in 2008.

Intercollegiate athletics were added in 2007, beginning with football in the fall 2007 season and women's fastpitch softball in the 2008 spring season. Men's and women's basketball were added in the 2008-2009 season, followed by women's volleyball in 2009 and baseball in 2011. The college is a member of the NJCAA, Division III level.

In March 2009, a new memorandum of understanding was signed between the Fond du Lac Tribal College Board of Directors and the Minnesota State Colleges and Universities Board of Trustees. The new agreement defined the governing relationship between the entities over Fond du Lac Tribal and Community College.

In October 2009, the Higher Learning Commission placed Fond du Lac Tribal and Community College on notice in four areas: administrative structure, finances, planning, and teaching and learning. In August 2011, Fond du Lac Tribal and Community College successfully completed a focus visit on the four areas of concern. The next comprehensive self-study visit is scheduled for April 2015.

In August 2012, Fond du Lac Tribal and Community College received the Excellence in Financial Management Award from the Minnesota State Colleges and Universities System. The award recognizes administrative leadership and employee teamwork regarding significant contributions to increased efficiency and effectiveness of finances and administrative services throughout the institution.

With the start of the Fall 2012 semester, Fond du Lac Tribal and Community College celebrated 25 years of success. A series of events were held, including a campus open house and a special premiere event of a historical video commemorating the first 25 years. The 22-minute video received national award recognition in the 2013 Collegiate Advertising Awards program.

In March 2013, Fond du Lac Tribal and Community College received notification of continued full membership as a tribal college in the American Indian Higher Education Consortium

(AIHEC), with continued Land Grant College status, Title III status, and National Science Foundation status. In August 2013, Fond du Lac Tribal and Community College applied for additional accreditation of its American Indian Studies Associate of Arts Degree program through the World Indigenous Nations Higher Education Consortium (WINHEC). A letter of intent was submitted and approved by WINHEC.

During 2014, a facilities expansion pre-design report was developed and submitted to the Minnesota State Colleges and Universities system office, proposing future campus expansion of the East wing and remodeling existing student services space to better meet student and staff use.



Accreditation

Regional Accreditation

Fond du Lac Tribal and Community College is regionally accredited by the Higher Learning Commission (HLC), the largest regional accrediting body in the United States. HLC accredits colleges and universities in a nineteen state region. More information regarding HLC can be found on their website at www.hlcommission.org; the HLC can also be reached by phone at 1-800-621-7440.

WINHEC Accreditation

Fond du Lac Tribal and Community College's Anishinaabeg Gikendaasowinan (the Peoples way of knowing) is accredited by the World Indigenous Nations Higher Education Consortium (WINHEC) in accordance with the WINHEC Accreditation Authority Standards. Recognized as an international accrediting authority, WINHEC strengthens and validates Indigenous higher education institutions or programs by promoting and acknowledging Indigenous epistemology and pedagogy.

WINHEC accreditation extends to a collective of academic and extension programs within Anishinaabeg Gikendaasowinan at Fond du Lac Tribal and Community College:

- Dibaajimowinaan (*Telling Our Story* American Indian Studies)
- Niindaa'iwedaa o'ō Gikendaasowin (*Let's send this knowledge to the People* Elementary Education)
- Giminogi'awasaanaanig Nitaawigi'angwaa (*Raise children in a good way as they grow* Early Childhood Development)
- Ojibwemotaadidaa Omaa Gidakiiminaang (Ojibwe Language Immersion Academy)
- Environmental Institute and Thirteen Moons

Anishinaabeg Gikendaasowinan's vision is to offer learning opportunities that honor and extend the traditional knowledge of the Ojibwe-Anishinaabeg people. The programming does so through a mission that promotes, honors and values the language, history, worldview, and knowledge of the Ojibwe-Anishinaabe people thereby ensuring the longevity of the Ojibwe-Anishinaabeg culture. This is achieved by providing educational opportunities dedicated to the Ojibwe-Anishinaabeg people served at the institution and by providing outreach to the community that supports and enhances understanding of Ojibwe-Anishinaabeg traditional knowledge. Anishinaabeg Gikendaasowinan developed and is committed to practicing the cultural standards posted around the college campus and which can be found on the pages in this catalog on the Dibaajimowinaan (American Indian Studies) academic program page.

State Board Approved Programs

The Law Enforcement program is approved by the Minnesota Board of Peace Officer Standards and Training (POST).

The Nursing program is approved by the Minnesota Board of Nursing.

Land Grant Institution

As outlined in the federal Equity in Educational Land Grant Status Act of 1994, Fond du Lac Tribal and Community College received designation as a federal land grant institution. This federal act conferred land-grant status on 29 tribal colleges and authorized the establishment of an endowment to support land grant initiatives at these colleges. Currently, there are only 105 land grant colleges and universities designated by the original 1862 legislation and the subsequent 1890 and 1994 federal legislation.

Land grant institutions follow a mandate to provide openness, accessibility, and service to people. Many land grant institutions are among the ranks of the most distinguished public research institutions, and all share the same three-fold mission of teaching, research, and extension.

Minnesota State System

Fond du Lac Tribal and Community College is a member of Minnesota State. Minnesota State is the third-largest system of two-year colleges and four-year universities in the United States and the largest in Minnesota with 30 colleges, seven universities, and 54 campuses. Minnesota State serves more than 375,000 students each year, and awards more than 39,000 degrees, certificates, and diplomas annually. The core commitments of Minnesota State are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

Student Success

FDLTCC promotes access to higher education through its general education and academic programming. Four emphases cut across the curriculum: Ability to Communicate, Problem Solving, Information Literacy, and Culture. The college assesses students' knowledge in these "Competencies Across the Curriculum" at classroom, program, and institutional levels. In addition, the college monitors student success by reviewing data on retention, transfer, and completion rates; transfer profiles; performance on State licensure exams; and performance on national surveys such as the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE).

The college also uses "hands on" measures to promote student success. The college employs professional and peer tutors to work individually and in study groups with students. Faculty and Student Services work jointly on the academic alert process to support students who experience academic difficulty each semester. The college also monitors student progress by using an electronic reporting process at strategic points each semester. Faculty identify students who are not making academic progress by submitting information on current grade, attendance, and homework reports. In turn, Student Services and coaching staff follow-up with students who are not performing academically; to intervene and to recommend college services and resources in an effort to help a student get back on track.

The public can view FDLTCC's rated performance on student success measures, State licensure exams, and other accountability measures at www.mnscu.edu. Simply click on the "Accountability" link, which provides access to a variety of data about student success and performance at individual colleges and universities or across Minnesota State.

American Indian Higher Education Consortium

Tribal colleges were founded by American Indian people to meet the needs of Indian people for an educational environment that respects both Indian people as individuals and the tribal culture. Their underlying philosophy is that Indian people must assume control of their own resources.

The first tribally-controlled college, Navajo Community College, later renamed Dinè College, opened its doors in 1968. There are now 35 tribal colleges in the United States, and one in Canada, which combine to form the American Indian Higher Education Consortium. The consortium provides a united voice for tribal colleges and acts as a clearinghouse for sharing resources for member colleges. Fond du Lac Tribal and Community College became a full voting member of the American Indian Higher Education Consortium in 1989.

World Indigenous Nations Higher Education Consortium

Recognized as an international accrediting authority, WINHEC strengthens and validates Indigenous higher education institutions and programs by promoting and acknowledging indigenous epistemology and pedagogy. WINHEC provides an international forum and support for Indigenous Peoples to pursue common goals through higher education. WINHEC is founded according the United Nations Declaration of the Rights of Indigenous Peoples. The American Indian Studies Associate of Arts Degree Program at Fond du Lac Tribal and Community College is WINHEC.

American Indian College Fund

The American Indian College Fund, a fund-raising organization supporting tribal colleges, became fully operational in September 1989. Fond du Lac Tribal and Community College, like all tribal colleges, distributes financial assistance received from the American Indian College Fund to be used for American Indian student scholarships.

The positive response of the American Indian College Fund to meet the needs of tribal colleges increases every year as more and more people become aware of the existence of tribal colleges and their high rates of success in providing quality education to American Indian students.

Equal Opportunity Institution

Minnesota State is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law or familial status is prohibited.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression or familial status is prohibited. Sexual violence has no place in a learning or work environment. Further, the Minnesota State shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

This document is available in alternative formats to individuals with disabilities. Consumers with hearing or speech disabilities may contact us via their preferred Telecommunications Relay Service.

Complaints should be directed to:

Title IX Coordinator
Anita Hanson, Dean of Student Services
Office 147
218-879-0805/anita.hanson@fdltcc.edu

If you require an accommodation for a disability, please contact:

ADA/504 Coordinator (Employees)
Marisa Haggy, Director of Human Resources
Office W110
218-879-0879/mhaggy@fdltcc.edu

Disability Services (Students)
Nancy Olsen, Disability Services Coordinator
Office 134
218-879-0864/nancy.olsen@fdltcc.edu

Statement of Diversity

Fond du Lac Tribal and Community College has accepted a unique role and responsibility in fostering diversity in our society. The college is dedicated to the search for knowledge and the right of every individual in our learning community to

pursue that search with freedom, dignity, and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual preference, or physical ability.

The college publicly declares its intentions:

- To continue the development of multi-cultural learning communities.
- To establish, communicate, and enforce standards of behavior for students, staff, and faculty which uphold our academic values and legal obligations.
- To promote the acceptance of and respect for individuals in an atmosphere of caring for others.
- That all members of the college community have a responsibility to ensure that Fond du Lac Tribal and Community College is an open and welcoming community for all who enter.

Rights and Protections Provided by Disability Services

Fond du Lac Tribal and Community College does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. The Disability Service Office has been designated to coordinate compliance with the nondiscrimination requirements contained in Section 35.107 of the Department of Justice Regulations.

For additional information on these policies, contact Nancy Olsen (Office 134) at 218-879-0864.

Sexual Harassment and Sexual Violence Policy

Fond du Lac Tribal and Community College and the Minnesota State Colleges and Universities System are committed to ensuring an educational and employment environment free of sexual harassment, sexual violence, or harassment based on sexual orientation. All members of the college are expected to report incidents of sexual harassment, sexual violence or assault, or harassment based on gender or sexual orientation. Sexual harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended in 1972 (42 U.S.C. S 2000e. et. seq.), the Minnesota Human Rights Law 363.03 subdivision 51, and Title IX of the Educational Amendments (20 U.S.C. 1681, et. seq.) and is punishable under both federal and state laws.

For additional information on these policies or to report an incident, contact Marisa Haggy (office W110) at 218-879-0879, or Anita Hanson, Title IX Coordinator/Dean of Students (office 147) at 218-879-0805.

The Campus

Fond du Lac Tribal and Community College is located in Cloquet, Minnesota, just off Interstate 35. The campus is situated in a beautiful setting, a 38-acre former tree farm of tall, majestic red pines. The college sits on top of a bluff overlooking Cloquet, a community of approximately 11,000 people. The Fond du Lac Reservation Business Committee offices are approximately three miles away from the college.

The Fond du Lac Tribal and Community College campus is the product of extensive consultation among tribal and civic leaders, business people, educators, and students. This group defined their needs and, with the help of a skilled architect, created a campus reflecting the integrated cultures of the Northeastern Minnesota area.

The symbolic concepts integrated in the design include:

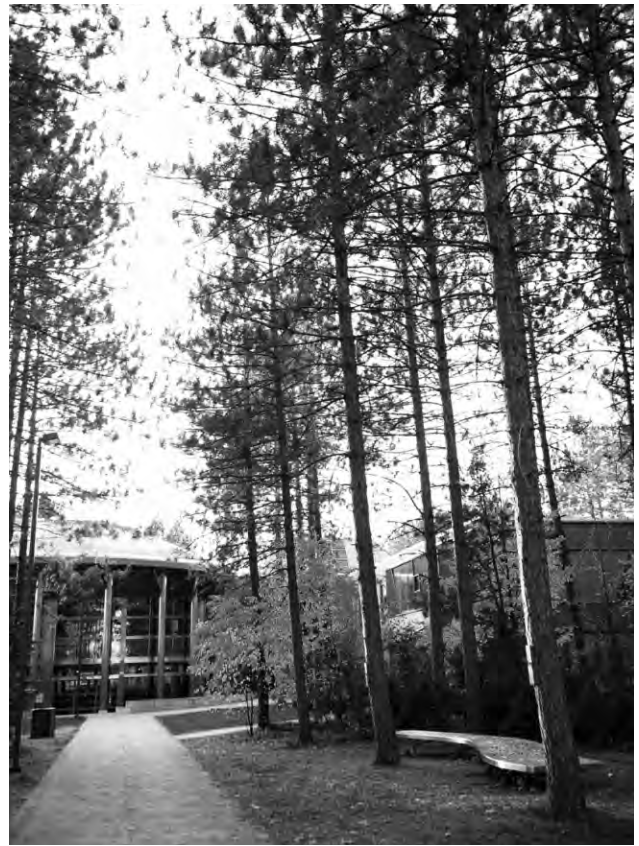
The sacred circle and the wheel represented in the campus ring road, which has its northerly slopes planted to represent the bear paw. Together, the bear paw and the circle represent strength and protection.

The four directions and the cross are formed by the 90-foot-wide clearing in the middle of the campus. The 70-foot-wide building is centered in the clearing. The four arms of the building represent the four directions, an American Indian symbol representing greater harmony in life.

The four colors of the Fond du Lac Reservation are white, yellow, red, and black. They are used on the four exterior metal walls of the building, and are also representative of the four directions: north, south, east and west. The theme of diversity is represented in the many different construction materials visible throughout the academic building, and in the varying sizes and shapes of the windows in the building.

From above, the thunderbird dominates the shape of the academic building. Extensive use of large windows provides earth and sky views of the outdoor environment, and represent the importance of having a vision for the future. The building design combines straight lines and circular elements to depict the college's role of bringing people from different backgrounds together in a safe, respectful place for everyone.

The circular amphitheater is topped with a blue dome to represent the sky. Large floor-to-ceiling windows separate the two halves, indoors and outdoors, of the amphitheater circle. Floor tiles and carpeting in the amphitheater area are green and brown to represent the earth.



Several works of art are featured in prominent locations on campus. "Ojibway Stream," composed of stainless steel and river rocks by artist Truman Lowe, is a sculpture about streams and the importance of water to life. Located among the pine trees along the walkway to the main entrance of the college, the sculpture is in the form of a bench 25 feet in length. Patterns cut into the stainless steel resemble the river current surface movements of water. A rocky stream bed is visible below. The mirror-like surface of the bench reflects the trees and sky in summer and appears to glow against the snow cover in winter.



"Chiringa," a totem sculpture in bronze by George Morrison, is perched upon a large igneous rock located in a clearing in the woods. For this sculpture, Morrison was inspired by the many forms, variations, and meanings of totems created by peoples and civilizations since the dawn of time. The "Chiringa" form in particular, has been inspired by Central Australian aborigines. Morrison's totemic piece is not specific in meaning, nor does it tell the story of a clan by objective marks and imagery. This sculpture is a contemporary and abstract version of many kinds of totems.

"Niigahnii Gwuhne'yaush" (Leading Feather), the larger-than-life size breast plate located on the amphitheater wall, was created by Cynthia Holmes, a faculty member in the Art Department at Fond du Lac Tribal and Community College.



This piece honors Lester Jack Briggs, the first president of Fond du Lac Tribal and Community College. Because of Jack's heart and spirit, he was larger than life, and Holmes wanted to ensure the campus had an adequate representation of Briggs around for the future. The materials also reflect the bridge between communities and cultures that come to learn together at the college. The hairpipes are made of clay, representative of the Native American culture. The beads are fishing net floats, representative of the non-native settlers to the area who fished the waters of Lake Superior.

"Jack's Path" is the permanent memorial on campus that honors the late Lester Jack Briggs, founding president of the college. The memorial remembers Briggs and his leadership during the formative years of the college, his accomplishments, and the long-reaching effect he had touching peoples' lives. Briggs served as president of Fond du Lac Tribal and Community College from its inception in 1987 until his passing in December 2001.

Created by artist Sterling Rathsack, faculty member and a sculptor and painter from Superior, Wisconsin, the memorial includes four 600-pound bronze sculptures. Nestled among the trees on the north side of the campus, the site is a quietly stated marker of Briggs' personal background and professional service. The memorial provides a location for reflection, remembrance, and inspiration.

The development of the iconography on the sculptures was created from the ideas generated by Briggs' family, college students, college employees and friends as they related their experiences and stories about Jack. One piece is highlighted by a sleeping bear, a symbol of the soul. One features a turtle image, which is representative of the creation stories of Ojibwe culture. Another indicates the four compass directions, and the fourth sculpture contains an inscription about Briggs and serves as a basin for offerings.

The four sculptures are made from recycled materials. Rathsack chose recycled materials because of Briggs' philosophy to help people succeed, especially people in need of a second chance at something. Many people explained stories about how Jack promoted getting the full potential out of things, whether it was a person or materials. The artist felt it was important to use recycled materials in the project to emphasize giving something a second chance and a new life.

