



GRADUATION REQUIREMENTS



GRADUATION REQUIREMENTS

Associate of Arts Degree

An associate of arts degree is awarded upon completion of a 60-credit academic program in the liberal arts and sciences without a named field of study. It is designed for transfer to baccalaureate degree-granting institutions. 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 that fulfill the ten Minnesota Transfer Curriculum goal areas as identified on the associate of arts degree checklist.

Associate of Fine Arts Degree

An associate of fine arts degree is a named degree awarded upon completion of a 60-credit academic program in particular disciplines in the fine arts. An associate of fine arts degree is designed to transfer in its entirety to a related fine arts discipline baccalaureate degree program.

1. Complete a minimum of 60 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 courses that fulfill six of the ten goal areas of the Minnesota Transfer Curriculum as identified on the associate of arts degree checklist and program planner.

Associate of Science Degree

An associate of science degree is awarded upon completion of a 60-credit academic program in scientific, technological, or other professional fields. The associate of science degree is designed to transfer in its entirety to a related baccalaureate program by way of an articulation agreement. An associate of science degree may be awarded in either a broad or specific field of study. A broad field associate of science degree such as Health Sciences transfers to all Minnesota State universities offering related baccalaureate programs through a system-wide articulation agreement. Specific field associate of science degrees may be designed for both transfer and employment.

1. Complete a minimum of 60 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.
5. Complete a minimum of 30 semester credits of general education courses that fulfill six of ten goal areas of the Minnesota Transfer Curriculum as identified on the associate of arts degree checklist and program planner.

Associate of Applied Science Degree

An associate of applied science degree is awarded upon completion of a 60-credit academic program in a named field of study in scientific, technological or other professional fields. An associate of applied science degree prepares students for employment in an occupation or range of occupations. An associate of applied science degree may also be accepted in transfer to a related baccalaureate program.

1. Complete a minimum of 60 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 15 semester credits of general education courses that fulfill at least three of the ten goal areas of the Minnesota Transfer Curriculum as identified on the associate of arts degree checklist and program planner.

Diploma

A diploma is awarded upon completion of a 31-to-72 credit undergraduate academic program that prepares students for employment. A minimum of 24 credits shall be in occupational or technical courses.

Certificate

An undergraduate certificate is awarded upon completion of a 9-to-30 credit academic program. An undergraduate certificate may have an occupational outcome or address a focused area of study.

Competencies across the Curriculum/General Education Competencies

It is the intent of the college that all students who graduate with a degree: A.A.S., A.S. A.F.A., or A.A., will have met the competencies of Ability to Communicate, Information Literacy, Problem Solving, and Culture.

- **Information Literacy:** The student will be able to demonstrate the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.
- **Ability to Communicate:** The student will be able to demonstrate the ability to listen, read, comprehend, and/or 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 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.

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 Minnesota State, will establish and implement the Minnesota Transfer Curriculum as the package of lower division general education requirements in compliance with Minnesota State Policy 3.37 and Procedure 3.37.1 – 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 institution will accept a Minnesota Transfer Curriculum course, goal area, or entire curriculum as determined and documented by the sending Minnesota State 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 system. Documents available for reference on the Minnesota State Minnesota Transfer Curriculum Instructions web page 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.

Transfer from a Minnesota State Institution

When a Minnesota State 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.

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 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 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 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 goals areas, and the entire Minnesota Transfer Curriculum with the passing grades earned at the sending system college or university. Compliance with this Minnesota State 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.

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.

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.

Minnesota Transfer Curriculum Agreement on 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.

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 in the Transfer Process

Transcripts and Supporting Documentation

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

Grade Requirements

All college courses in which a student has received a grade of A, B, C, or D shall be considered for transfer evaluation. Grades shall be accepted as earned credit. Fond du Lac Tribal and Community College shall accept Minnesota Transfer Curriculum courses with the passing grades earned at the sending institution regardless of Fond du Lac Tribal and Community College's grading requirements. A 2.0 GPA in the Minnesota Transfer Curriculum courses is required for the recognition of a student's completion of the entire 40-credit Minnesota Transfer Curriculum.

If the student's cumulative grade point average at the original institution is less than 2.0, no D grades for non-MnTC courses will be accepted in transfer from that school. Students retain the right to appeal the acceptance of credits.

Student Appeal Process

Transfer Evaluation Appeal

Students will receive written notification from the Records Office after their transcript evaluation has been completed. Information will be provided on the number of credits transferred, the equivalency status of each course, and the applicability of transfer work to the student's program of study. Students are encouraged to contact the Transfer Specialist if they have questions about their evaluations and/or wish to understand the rationale for evaluation decisions. In the event of disagreement with the outcome of the transcript evaluation, a student may appeal within one month of receiving the evaluation notice by completing a Petition form, which is available in the Records Office. Supporting documentation should be attached to the petition. The Petition Committee will review the petition. A viewable and printable pdf file of the Petition form is located [here](#).

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 Senior Vice Chancellor of Academic and Student Affairs for a system-level appeal. The complete Minnesota State policy 3.21 for Undergraduate Course Credit Transfer is located [here](#).

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.

Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

(Select two ENGL courses)

ENGL 1101 College Composition (required) (3)

ENGL 1102 Advanced College Composition (3)

(OR)

ENGL 1120 Writing for Professionals (3)

(Select one SPCH course)

SPCH 1010 Public Speaking (3)

SPCH 1020 Interpersonal 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 will be able to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

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.

Students will be able to:

- Demonstrate understanding of scientific theories.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.

- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

(Select two courses. One course must have a lab component)

(Courses with a lab component)

- BIOL 1010 Aspects of Biology (4)
- BIOL 1011 Introduction to Forensic Biology (4)
- BIOL 1060 Environmental Science(10) (4)
- BIOL 1065 Ecology of Minnesota(10) (4)
- BIOL 1101 General Biology I (4)
- BIOL 1102 General Biology II (4)
- BIOL 2010 Microbiology (4)
- BIOL 2020 Anatomy/Physiology I (4)
- BIOL 2021 Anatomy/Physiology II (4)
- BIOL 2025 Cellular 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 2030 Remote Sensing of the Environment (4)
- GEOL 1001 Introductory Geology (4)
- PHYS 1001 Introduction to Physics I (4)
- PHYS 1002 Introduction to Physics II (4)
- SCI 1280 Investigative Science I (4)
- SCI 1285 Investigative Science II (4)

(Courses without a lab component)

- BIOL 2005 Fundamentals of Nutrition (3)
- BIOL 2015 Pathophysiology (3)
- GEOG 1010 Physical Geography(10) (3)
- GEOG 2010 Disasters(10) (3)
- GEOL 2010 Geomorphology(10) (4)
- PHYS 1020 Introductory Astronomy (4)
- PHYS 1030 Meteorology(10) (3)

Goal 4: Mathematical/Logical Reasoning

Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to 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.

Students will be able to:

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathematical/logical argument (proof).
- Apply higher-order problem-solving and/or modeling strategies.

(Select one course)

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

Goal 5: History and the Social and Behavioral Sciences

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.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

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⁽⁸⁾ (3)
- CDEP/PSYC 2040 Life Management-2nd Stage Recovery (3)
- PSYC 1020 Death, Dying & Bereavement⁽⁸⁾ (3)
- PSYC 1030 Drug Use & Abuse⁽⁹⁾ (3)
- PSYC 2001 General Psychology (4)
- PSYC 2002 Indigenous Psychology⁽⁷⁾ (3)
- PSYC 2010 Developmental Psychology⁽⁸⁾ (4)
- PSYC 2020 Group Dynamics (3)
- PSYC 2030 Abnormal Psychology (3)
- PSYC/CDEP 2040 Life Management-2nd Stage Recovery (3)
- SOC 1001 Introduction to Sociology (3)
- SOC 1020 Human Relations⁽⁷⁾ (3)
- SOC 1050 The Family (3)
- SOC 1060 Human Sexuality (3)
- SOC 2001 Human Diversity⁽⁷⁾ (3)
- SOC 2010 Social Problems⁽⁷⁾ (3)
- SOC/AMIN 2030 Contemporary American Indian Concerns (3)

GROUP 2

- ECON 2010 Principles of Economics-Microeconomics (3)
- ECON 2020 Principles of Economics-Macroeconomics⁽⁸⁾ (3)
- GEOG 1015 Geography of Food⁽⁸⁾ (3)
- GEOG 1020 Cultural Geography⁽⁸⁾ (3)
- GEOG 1030 Environmental Conservation (10) (3)
- GEOG 1040 World Regional Geography⁽⁸⁾ (3)
- HIST 1010 Western Civilization I⁽⁸⁾ (4)
- HIST 1011 Western Civilization II⁽⁸⁾ (4)
- HIST 1012 History of Global Civilizations I⁽⁸⁾ (4)
- HIST 1013 History of Global Civilizations II⁽⁸⁾ (4)
- HIST 1030 History of United States I (4)
- HIST 1031 History of United States II (4)
- HIST 1050 American Indian History I (7) (4)
- HIST 1051 American Indian History II (7) (4)
- POLS 1010 American Government (3)
- POLS 1020 State and Local Government (9) (3)
- POLS 1030 International Relations⁽⁸⁾ (3)
- WGS 1001 Introduction to Women's & Gender Studies⁽⁸⁾ (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.

Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

(Select two courses from two different disciplines)

AMIN/ART 1045 American Indian Art (3)
 AMIN/ENGL 2200 American Indian Children's Literature (7) (3)
 ANSH 1001 Introduction to Anishinaabe Language⁽⁸⁾ (4)
 ANSH 1002 Anishinaabe Language II⁽⁸⁾ (4)
 ANSH 2001 Anishinaabe Language III⁽⁸⁾ (4)
 ANSH 2002 Anishinaabe Language IV⁽⁸⁾ (4)
 ART 1001 Introduction to Art (3)
 ART 1005 Art Appreciation⁽⁸⁾ (3)
 ART 1010 Drawing (3)
 ART 1020 Design (3)
 ART 1030 Painting (3)
 ART 1040 Watercolor Painting (3)
 ART/AMIN 1045 American Indian Art (3)
 ART 1055 Fashion, Fabric Design & Construction I⁽⁸⁾ (3)
 ART 1080 Art History I⁽⁸⁾ (3)
 ART 1081 Art History II⁽⁸⁾ (3)
 ART 1095 Digital Photography (3)
 ART/CSCI 1097 Introduction to Digital Graphics (3)
 ART/MUSC 1250 Foundations of Anishinaabe & American Arts (7) (3)
 ART 2010 Sculpture (3)
 ART 2020 Ceramics (3)
 CSCI/ART 1097 Introduction to Digital Graphics (3)

ENGL 1110 Introduction to Literature (3)
 ENGL 1130 Creative Writing (3)
 ENGL 2005 American Indian Literature⁽⁷⁾ (3)
 ENGL 2010 Reading & Writing the Short Story⁽⁷⁾ (3)
 ENGL 2015 The Novel (3)
 ENGL 2020 Poetry (3)
 ENGL 2025 Modern Drama (3)
 ENGL 2030 Film as Art (3)
 ENGL 2031 The Holocaust in Literature & Film (3)
 ENGL 2035 The Literature of Science Fiction⁽⁷⁾ (3)
 ENGL 2040 Mythology⁽⁸⁾ (3)
 ENGL 2045 Literature By Women⁽⁷⁾ (3)
 ENGL 2055 African American Literature: Reconstruction to Today⁽⁷⁾ (3)
 ENGL/AMIN 2200 American Indian Children's Literature⁽⁷⁾ (3)
 GEOG 2005 Cartography & Visualization (4)
 MUSC 1010 Music Appreciation (3)
 MUSC 1020 American Popular Music⁽⁷⁾ (3)
 MUSC 1030 Music of the World's People⁽⁸⁾ (3)
 MUSC 1035 American Indian Music⁽⁷⁾ (3)
 MUSC/ART 1250 Foundations of Anishinaabe & American Arts⁽⁷⁾ (3)

(Two credits selected from the following music list can be used in place of one course. A class may be repeated two times for credit.)

MUSC 1070 Choir (1)
 MUSC 1072 Instrumental Ensemble (1)
 MUSC 1080-2188 Applied Music Lessons (1)
 PHIL 1010 Understanding the Bible (3)
 PHIL 2001 Introduction to Philosophy⁽⁸⁾ (3)
 PHIL 2010 Ethics⁽⁹⁾ (3)
 PHIL 2030 American Indian Philosophy⁽¹⁰⁾ (3)
 PHIL 2040 World Religions⁽⁸⁾ (3)
 PHIL 2070 Environmental Ethics⁽⁹⁾ (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.

Students will be able to:

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

(Select one of the courses listed below)

- AMIN 1050 Anishinaabeg of Lake Superior^{(9)*} (3)
 AMIN/ENGL 2200 American Indian Children's Literature⁽⁶⁾ (3)
 AMIN 2301 Culturally Responsive Leadership⁽⁸⁾ (2)
 ART/MUSC 1250 Foundations of Anishinaabe & American Arts⁽⁶⁾ (3)
 ENGL 2005 American Indian Literature⁽⁶⁾ (3)
 ENGL 2010 Reading & Writing the Short Story⁽⁶⁾ (3)
 ENGL 2035 The Literature of Science Fiction⁽⁶⁾ (3)
 ENGL 2045 Literature by Women⁽⁶⁾ (3)
 ENGL 2055 African American Literature: Reconstruction to Today⁽⁶⁾ (3)
 ENGL/AMIN 2200 American Indian Children's Literature⁽⁶⁾ (3)
 HIST 1050 American Indian History I⁽⁵⁾ (4)
 HIST 1051 American Indian History II⁽⁵⁾ (4)
 MUSC 1020 American Popular Music⁽⁶⁾ (3)
 MUSC 1035 American Indian Music⁽⁶⁾ (3)
 MUSC/ART 1250 Foundations of Anishinaabe & American Arts⁽⁶⁾ (3)
 PSYC 2002 Indigenous Psychology⁽⁵⁾ (3)
 SOC 1020 Human Relations⁽⁵⁾ (3)
 SOC 2001 Human Diversity⁽⁵⁾ (3)
 SOC 2010 Social Problems⁽⁵⁾ (3)
 SPCH 1030 Intercultural Communication⁽⁸⁾ (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 their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

(Select one of the courses listed below)

- AMIN 1020 Foundations of Anishinaabe & American Education Systems (3)
 AMIN 2300 Culturally Responsive Education (1)
 AMIN 2301 Culturally Responsive Leadership⁽⁷⁾ (2)
 ANSH 1001 Introduction to Anishinaabe Language⁽⁶⁾ (4)
 ANSH 1002 Anishinaabe Language II⁽⁶⁾ (4)
 ANSH 2001 Anishinaabe Language III⁽⁶⁾ (4)
 ANSH 2002 Anishinaabe Language IV⁽⁶⁾ (4)
 ANSH 2010 Anishinaabe Language for the Classroom (3)
 ANTH 1010 Native Skywatchers⁽¹⁰⁾ (4)
 ANTH 1020 Cultural Anthropology⁽⁵⁾ (3)
 ART 1005 Art Appreciation⁽⁶⁾ (3)
 ART 1055 Fashion, Fabric Design & Construction I⁽⁶⁾ (3)
 ART 1080 Art History I⁽⁶⁾ (3)
 ART 1081 Art History II⁽⁶⁾ (3)
 ECON 2020 Principles of Economics-Macroeconomics⁽⁵⁾ (3)
 ENGL 2040 Mythology⁽⁶⁾ (3)
 GEOG 1015 Geography of Food⁽⁵⁾ (3)
 GEOG 1020 Cultural Geography⁽⁵⁾ (3)
 GEOG 1040 World Regional Geography⁽⁵⁾ (3)
 GER 1001 German I (4)
 GER 1002 German II (4)
 GER 2001 German III (4)
 GER 2002 German IV (4)
 HIST 1010 Western Civilization I⁽⁵⁾ (4)
 HIST 1011 Western Civilization II⁽⁵⁾ (4)
 HIST 1012 History of Global Civilizations I⁽⁵⁾ (4)
 HIST 1013 History of Global Civilizations II⁽⁵⁾ (4)

MUSC 1030 Music of the World's People⁽⁶⁾ (3)
 PHIL 1030 Introduction to Sustainability⁽¹⁰⁾ (3)
 PHIL 2001 Introduction to Philosophy⁽⁶⁾ (3)
 PHIL 2040 World Religions⁽⁶⁾ (3)
 POLS 1030 International Relations⁽⁵⁾ (3)
 PSYC 1020 Death, Dying & Bereavement⁽⁵⁾ (3)
 PSYC 2010 Developmental Psychology⁽⁵⁾ (4)
 SPAN 1001 Introduction to Spanish (4)
 SPAN 1002 Spanish II (4)
 SPAN 2001 Spanish III (4)
 SPAN 2002 Spanish IV (4)
 SPCH 1030 Intercultural Communications⁽⁷⁾ (3)
 WGS 100 1 Introduction to Women's & Gender Studies⁽⁵⁾
 (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 they 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 function as public-minded citizens.

Students will be able to:

- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.

(Select one of the courses listed below)

AMIN 1050 Anishinaabeg of Lake Superior^{(7)*} (3)
 JOUR 1001 Mass Communication (3)
 PHIL 2010 Ethics⁽⁶⁾ (3)
 PHIL 2070 Environmental Ethics⁽⁶⁾ (3)
 POLS 1020 State and Local Government⁽⁵⁾ (3)
 PSYC 1030 Drug Use & Abuse⁽⁵⁾ (3)

Goal 10: People and the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness 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.

Students will be able to:

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.

(Select one of the courses listed below)

ANTH 1010 Native Skywatchers⁽⁸⁾ (4)
 BIOL 1060 Environmental Science⁽³⁾ (4)
 BIOL 1065 Ecology of Minnesota⁽³⁾ (4)
 EUT/GEOG 1025 Alternative & Renewable Energy Systems
 (3)
 GEOG 1001 The Digital World (3)
 GEOG 1010 Physical Geography⁽³⁾ (3)
 GEOG/EUT 1025 Alternative & Renewable Energy Systems
 (3)
 GEOG 1030 Environmental Conservation⁽⁵⁾ (3)
 GEOG 2010 Disasters⁽³⁾ (3)
 GEOL 2010 Geomorphology⁽³⁾ (4)
 PHIL 1030 Introduction to Sustainability⁽⁸⁾ (3)
 PHIL 2030 American Indian Philosophy⁽⁶⁾ (3)
 PHYS 1030 Meteorology⁽³⁾ (3)