

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 Statue 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'o 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 Diné 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. § 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:

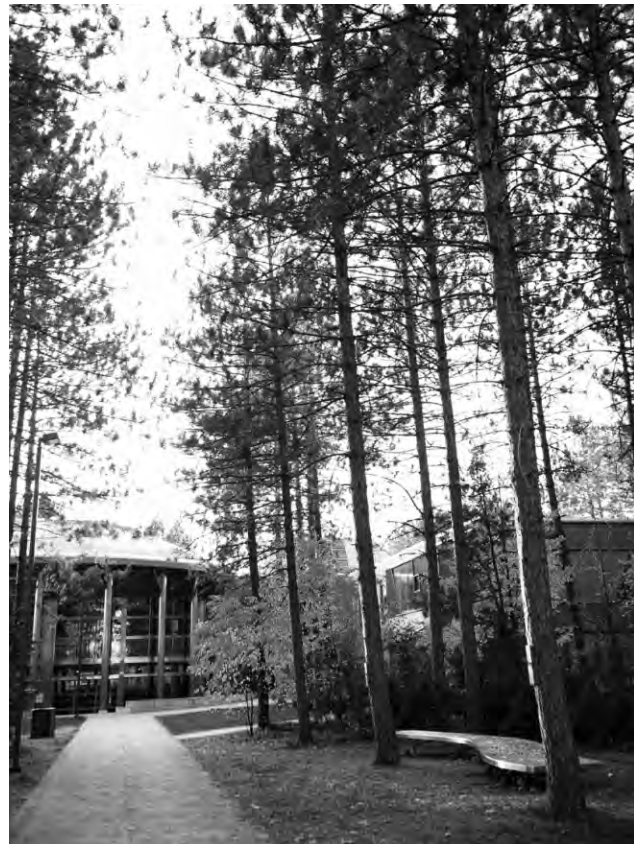
The sacred circle and the wheel represented in the campus ring road, which has its northerly slopes planted to represent the bear paw. Together, the bear paw and the circle represent strength and protection.

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.





COLLEGE SERVICES

COLLEGE
SERVICES

COLLEGE SERVICES

Fond du Lac Tribal and Community College is committed to all aspects of student learning and provides its students with opportunities for intellectual and social growth and development. The variety of student services available at Fond du Lac Tribal and Community College is designed to meet the needs of students and to provide a positive environment for academic learning and personal growth.

Academic Advising

Academic advising is an integral part of student success at Fond du Lac Tribal and Community College. All students have opportunities to discuss educational, career and personal goals with college counselors and advisors. Advising services include course selection assistance, transfer information, and goal setting.



Admissions

Student admission to Fond du Lac Tribal and Community College is managed through the Admissions Office of the Student Services Department. Applications for admission, college tours, brochures and other college information can be obtained from this department.

Anishinaabe Waakaa'igan

Anishinaabe Waakaa'igan (the People's House) provides additional support services specifically tailored to the needs of Ojibwe-Anishinaabe students. Anishinaabe Waakaa'igan provides space for tutoring (both peer and professional tutors), financial and academic advising, talking circles and other support circles, community crafting classes, and language immersion camps.

Bookstore

The college bookstore supplies books and related academic resource materials required to complete course work at Fond du Lac Tribal and Community College. New and used books, along with a wide variety of school-related items, are available to meet school and personal needs. Extended hours are posted during peak times, including the start of new semester periods.

Business Services

The Business Services Department manages the fiscal operations of the college. Purchasing, accounts receivable and payable, receiving orders, collections, asset controls, employee expense reports, campus budgets and reporting, tuition and fee payments, financial aid disbursement, and fiscal auditing are among the numerous functions of the Business Services Department. The Business Office Service Window is where students can make payments for tuition and related college costs such as official transcript fees, and submit tuition deferment forms.

Career Resource Center

All Fond du Lac Tribal and Community College students have access to the resources and services of the Career Resource Center, located in the Student Services area. Information on career exploration, labor market information, transfer requirements and job search techniques are available. Individualized career counseling is provided by the college counselors.

Center for Academic Achievement

The Center for Academic Achievement provides services to assist students with the challenges of college course work. Professional and peer tutoring is available at no cost to students. Help is also offered for building study habits, test-taking skills and time management. The Center for Academic Achievement is located in the west wing of the building.

Clubs and Organizations

Fond du Lac Tribal and Community College offers a wide variety of clubs and activities based on student interest and initiative. New clubs can be formed, information on starting a new club is available by contacting the student activities coordinator.

Child Care

Licensed child care services are available on the Fond du Lac Tribal and Community College campus. The child care service is operated by an independent contractor and is not operated by Fond du Lac Tribal and Community College. The child care center is open during regular day-school times, and serves a range of ages. Need-based financial assistance is available to eligible students. Child care services and availability are subject to change.

Computer Resources

Fond du Lac Tribal and Community College is proud of the computer facilities available to students. Computers are available for student use in several locations on campus. Two 35-station teaching labs are used for classroom instruction. One lab features Macintosh computers and one features Windows computers. Fond du Lac Tribal and Community

College also has an open-use, 42-station computer lab in the west wing, and additional computer stations are available in the Center for Academic Achievement. All computers have high-speed digital Internet access and state-of-the-art software for desktop publishing, web-page creation, web-page navigation, email, graphics, spreadsheet and word processing. Scanners are also available for student use. A secure wireless access is available throughout the campus.

Disability Services

Accommodations and support for students with documented disabilities are provided through Disability Services. Students with documented disabilities are asked to make requests for services prior to the start of classes. Services may include assistance with college procedures, academic and career counseling, auxiliary aids and adaptive equipment, advocacy, classroom and testing accommodations, accessibility information, and referrals.

Distance Learning

To augment the courses offered to students, Fond du Lac Tribal and Community College participates in several distance learning networks. Courses can be delivered or received to/from other educational institutions. Completing college courses via online learning is also available to students. Courses are offered each semester that utilize the online learning environment.

Environmental Institute

The Environmental Institute actively promotes the educational and cultural growth of the community in studies covering natural resources and the environment. Fond du Lac Tribal and Community College uses the Environmental Institute as the vehicle in environmental resource areas to follow all points of the College's mission and coordinate ongoing education, research, outreach, and other activities.

Financial Aid

In order to ensure students' ability to access education, the Financial Aid staff at Fond du Lac Tribal and Community College help students in identifying and obtaining financial assistance in the form of grants, scholarships, loans and student employment. Financial aid is available to students with a wide range of personal situations, and students are encouraged to meet with the Financial Aid staff to discuss the process.

Food Service

Meals are available for purchase Monday through Friday on days school is in session. Vending machines for soft drinks and snacks are available during regular building hours.



Housing

Campus residence halls at Fond du Lac Tribal and Community College provide a convenient, safe, and comfortable place for students to live during their college experience. The residence halls at Fond du Lac Tribal and Community College are managed and supervised by a Housing Director who is an employee of the college. Additional staff include student Residence Advisors who assist in the operation of the facility and help plan activities for residents. The facility has a 24-hour security system with video surveillance in public areas inside and outside the building.

The spectacular architecture and functional room designs combine to offer a pleasant environment for all residents. Individual apartment units are spacious, and room fees include the amenities of television access, high-speed Internet access, air conditioning, and all utilities including electricity, water, sewer, heat, and garbage pick-up service. Computer study stations equipped with Internet access and popular software applications are available for educational use.

The student housing complex consists of one building with two wings, offering accommodations for 100 residents. The apartment-style units come completely furnished with furniture in the bedroom, living room and dining areas. Each unit has a kitchen with refrigerator, stove, sink, and food storage areas. All units contain at least one bathroom with shower. Each resident has a bed with mattress, study area with desk and chair, bookshelves, chest of drawers, and a wardrobe closet in their unit.

Common areas include student lounge and laundry facilities. Ample parking is available near the building. The entire housing facility is a non-smoking area and alcohol-free. Residents in the housing complex have access to and participate in a wide range of activities including movie outings, barbecues, concerts, athletic events, and various cultural and community activities.



Ruth A. Myers Library/ Ojibwe Archives

The Ruth A. Myers Library/Ojibwe Archives, located on the north end of the college, is central to the academic mission of the college. The library serves a dual capacity as both a tribal college and a community college library, providing library users a full range of services and access to materials supporting the Fond du Lac Tribal and Community College academic curricula and emphasizing Native American history, culture, and sovereignty, especially of the Anishinaabeg.

The library's in-house materials include monographic, audio-visual, newspaper and journal, and microform collections. Government document materials include Minnesota State documents on microfiche and federal documents as appropriate to the missions of the library and college. Native American materials are a major focus of all collection areas. Special collections include the Anishinaabe and Minnesota regional collections and a juvenile/young adult collection of American Indian materials.

The library's physical collection is accessed via an on-line catalog system linked with academic libraries in Minnesota and other states. The library also provides electronic access to subject databases and indexes, some of which are full-text, and to the Internet. In addition, the library provides interlibrary loan services to assist users in obtaining materials from other libraries.

Educating users in the skills necessary for efficient and effective library use is essential to the library's mission, and library staff emphasize their educational role by promoting library literacy. Integral to library services is the provision of reference and research assistance, available most hours the library is open. Library instruction is available to classes and individuals, being tailored to meet specific needs from general and point-of-use to subject-specific research.

Ojibwemowining Resource Center

The Ojibwemowining Resource Center supplements our students' cultural and language education with books, audio and video recordings. Our digital archives contain Ojibwe-Anishinaabe songs and oral histories for deeper language acquisition and cultural understanding. An on-campus recording studio allows us to create digital media in the new age of storytelling and language preservation. The Ojibwemowining Resource Center features a world-class art collection.

Nandagikendan Academy

The Nandagikendan (Seek to Learn) Academy provides high school students with the core knowledge of what it takes to get started in college, and how to be successful in college. Participants have the opportunity to live on a college campus, complete real college work, and hear first-hand from those who have been there and are successful, all while having fun and building relationships.

Parking

Parking is provided by the college to all students, staff, and visitors. Handicapped parking is available in designated areas.

Social Worker

The Social Worker on campus assists students in overcoming specific barriers through programmatic efforts, referral, and advocacy to supportive services within the college community, the Fond du Lac Reservation, and the larger community in which the campus resides in a welcoming, culturally diverse environment. Examples of referrals and supportive services include on-campus services, chemical health, mental health, food shelves, clothing, county/state benefits, emergency shelter, health care, housing, and childcare.

TRIO: Student Support Services

The TRIO Program at Fond du Lac Tribal and Community College assists students in making the adjustment to the rigors of college life. Through a supportive and caring environment, students work toward gaining the confidence and skills necessary to succeed in college and their future careers. Individual academic and career counseling, cultural enrichment events, and personal development workshops are available through the TRIO Program.

Records Office

Student academic records and grade reports are maintained here. Students may obtain transcripts, registration materials, and academic petition forms through this office.

Student Identification Cards

All students enrolling in classes at Fond du Lac Tribal and Community College may obtain an official college identification card. Photos for student identification cards are taken at the beginning of each semester. For more information, contact the Admissions Office or the Information Window.



Intercollegiate Athletics

Fond du Lac Tribal and Community College offers intercollegiate athletic programs as part of the student activities and student life program on campus. Teams work hard to establish a winning tradition and a reputation for excellence in the classroom, on the playing fields, and in the community.

Fond du Lac Tribal and Community College currently offers opportunities in these sports:

- Football
- Women's Volleyball
- Women's Basketball
- Men's Basketball
- Women's Softball

Fond du Lac Tribal and Community College competes at the National Junior College Athletic Association (NJCAA) Division III level and strongly adheres to the philosophy of NJCAA Division III mission to create and provide opportunities for student participation in athletic activities. Athletic scholarships are not awarded at the NJCAA Division III level.

Fond du Lac Tribal and Community College is a member of the Minnesota College Athletic Conference that currently includes 17 two-year institutions throughout Minnesota. Volleyball and basketball are played in the Lester Jack Briggs Cultural Center on campus that includes the gymnasium, locker rooms, team meeting space, weight room and fitness area. Football games, softball games, and practices are played on established fields and stadiums near the campus. All playing fields have a reputation for excellent groundskeeping and first-class playing surfaces.

If you are a student athlete currently considering attending Fond du Lac Tribal and Community College and would like to receive information regarding student-athlete participation and college eligibility requirements, please contact the coaching staff listed on the college web site.



Museum and Cultural Learning Center

In a joint effort between Fond du Lac Tribal and Community College and the Fond du Lac Band of Lake Superior Chippewa, a Museum and Cultural Learning Center was established at the intersection of Big Lake Road and University Road in Cloquet. The Museum and Cultural Learning Center is one component of the Veterans Memorial Park at the site.

The establishment of the Museum and Cultural Learning Center was a direct response to the 1990 American Indian Repatriation Bill, which urges the return of sacred ceremonial items to their tribes. The Museum and Cultural Learning Center houses, preserves, and displays any artifacts returned to the tribe. Educational workshops and seminars are also conducted at the Museum. The American Indian Higher Education Consortium (AIHEC) of Tribal Colleges, in cooperation with the Log Homes Council and with the programmatic and technical assistance from the Smithsonian Institution National Museum of the American Indian, put together a plan to secure a museum building for each tribal college. The Science Museum of Minnesota assisted in planning and production of the displays for the Fond du Lac Museum and Cultural Learning Center.

Customized Training and Continuing Education

The Customized Training and Continuing Education Department at Fond du Lac Tribal and Community College offers affordable training on topics that benefit the diverse needs of individuals, business and industry in the local community and beyond. The mission of the Customized Training and Continuing Education Department is to be the premier training source for individuals and organizations. The department is concerned with identifying individual, industry, business and community needs, organizing resources in the community and the college, and creating appropriate educational and cultural programs.

Customized Training is credit or non-credit based courses that are offered to a specific organization to build on the strengths of employees, upgrade skills, improve productivity, and provide professional development for workers at all levels. Fond du Lac Tribal and Community College provides fully customized training and educational materials; high quality, experienced trainers; flexible scheduling; friendly service; multiple delivery methods; and training sites located at the organization or on the college campus. With a strong commitment to education and the workforce, Fond du Lac Tribal and Community College provides the best in workforce development at the most affordable cost.



Continuing Education includes non-credit courses, workshops, conferences and seminars. Typical courses include topics relating to leadership skills, communication, diversity training, sales, customer service, health care, public safety, technical training, environmental health and safety, industry quality and trades, and computer software applications. Instruction for almost any topic can be arranged.

The goals of the Customized Training and Continuing Education Department are to provide:

- Continuing learning opportunities for people of all ages.
- Educational programs for persons wishing to upgrade present skills or learn skills that will enable them to explore new occupational areas.
- Cultural and enrichment activities for groups and individuals to enhance the quality of living in the community.
- Expanded use of college facilities and community resources.

Arrangements can be made through the Customized Training and Continuing Education Department for courses or workshops designed for professional, business, and industrial organizations, agencies and/or groups of private citizens. These learning activities can be delivered to groups of any size that share a common interest. Participants will have individual records maintained by the college and will receive certificates of completion.

College for Seniors

College for Seniors provides lifelong learning opportunities within a supportive and enthusiastic environment. A variety of courses are offered to stimulate the intellectual, emotional and physical well-being of older adults in order to enrich their lives and enhance their well-being. All courses are non-credit and require no prior formal education, no assignments or exams, and no graded homework.

All courses are offered at Fond du Lac Tribal and Community College in our classrooms and labs. Some courses include outdoor activities as part of the learning experience. College for Seniors is designed for seniors, by seniors, with many of the courses being taught by participants. In addition, community members and many of Fond du Lac Tribal and Community College's own faculty and staff lead courses.



ADMISSION AND REGISTRATION



ADMISSION AND
REGISTRATION

ADMISSION PROCESS

Fond du Lac Tribal and Community College, an open door institution, seeks to admit students in a manner designed to ensure the best opportunity for their educational success. The comprehensiveness of the college's academic offerings provides opportunities for training and education to students from a broad range of ability levels and interests.

General Admission Requirements

Individuals are eligible for admission to Fond du Lac Tribal and Community College if they have graduated from high school or have passed the General Education Development Test (GED).

Lack of English skills should not be a barrier to admission or participation. In order to eliminate barriers, Fond du Lac Tribal and Community College takes appropriate measures to assess each student's ability to participate and benefit through placement testing and counseling. Based on assessment and counseling, students are then provided with campus services or a referral to community services to be better prepared for successful participation.

Admission Procedures

Application for admission is open for the fall and spring semesters, and summer session. Students may apply and register for classes through the first five class days of the fall and spring semesters, and summer session. Early application and registration is recommended.

First-Year Students

Students who wish to register as first-year students must complete a Fond du Lac Tribal and Community College application or the universal Minnesota State Application. Forms may be obtained from the Admissions Office or on the college website located at www.fdlccc.edu.

- After completing the application, applicants must provide placement test results (MAC, ACT, SAT) or complete the Accuplacer placement test at Fond du Lac Tribal and Community College.
- After completing the student portion of the application, applicants should contact their high school counseling office and have an official transcript of courses and grades (which includes standardized test results and high school rank information) sent to the Admissions Office at Fond du Lac Tribal and Community College.
- Applicants must pay a \$20 non-refundable application fee.

- Applicants must supply documentation of immunization against mumps, measles, rubella, diphtheria, and tetanus, if born in 1957 or later. An immunization record form is included with the application for admission. Refer to the Proof of Immunization section of this catalog for more information.
- All students are required to attend an orientation session prior to attending college classes.

Transfer Students

Applicants who have attended other postsecondary education institutions are considered for admission as transfer students. Students transferring to Fond du Lac Tribal and Community College from a postsecondary institution need to comply with the college's admission policies and submit the following items before enrolling:

- Complete the universal Minnesota State application online or the Fond du Lac Tribal and Community College application.
- Request that official transcripts from each of the secondary and post-secondary institutions attended be sent to Fond du Lac Tribal and Community College. All transcripts must be official. Allow time for processing.
- Depending on previously completed college courses, transfer students may or may not need to take the Accuplacer placement test. Transfer students should consult with college counseling staff.
- Pay a \$20 non-refundable application fee.
- Supply documentation (month, day and year) of immunization against mumps, measles, rubella, diphtheria, and tetanus, if born in 1957 or later.
- All students are required to attend an orientation session prior to attending college classes.

Non-resident Students

Non-resident students (other than Wisconsin, North Dakota, and South Dakota) must complete the preceding steps specified for first-year students, and must also meet one of the following requirements:

- Students must be ranked in the upper two-thirds of their graduating class, and must have earned a diploma.
- Students must be at or above the 34th percentile on a national comparison of composite ACT or SAT scores.
- Students must have completed at least fifteen college credits, with an overall grade point average of 2.0 or greater.
- All students will be charged the same tuition and fees as Minnesota residents.

International Students

Minnesota State admissions policy states that international students shall be considered for admission if their scholastic preparation is judged to be equivalent to the admissions requirements of the institution to which they are applying.

The decision to admit students is made by each college. Fond du Lac Tribal and Community College is not accepting international students at this time.

Minnesota Postsecondary Enrollment Options Act (PSEO)

The purpose of the Minnesota Postsecondary Enrollment Options Act is to promote rigorous educational pursuits and to provide a wider variety of options for Minnesota's 10th, 11th and 12th grade high school students. The program enables students to seek enrollment in eligible postsecondary institutions for college level courses/programs on a full-time or part-time basis.

Students can get started earning college credits by taking college courses while they are still in high school through Minnesota's PSEO program. This program allows students to take college courses tuition free, saving both time and money on completing a college degree. PSEO courses may also fulfill high school course requirements and count toward a high school diploma.

Students must be aware that the social and academic atmosphere at colleges may vary greatly from that at high schools. More freedom and less structure in the academic and social setting of a college require maturity and responsibility in order for a student to succeed.

PSEO Eligibility Requirements

- Students must be classified as high school sophomores, juniors or seniors and cannot be classified as full-time students in their high schools.
- Twelfth grade students are eligible and may be considered for enrollment if their high school certifies them as being in the upper one-half of their class, or the student has achieved a score at or above the 50th percentile on a nationally standardized, norm-referenced test, or have at least a 2.5 grade point average.
- Eleventh grade students are eligible and may be considered for enrollment if the high school certifies them as being in the upper one-third of their class, or the student has achieved a score at or above the 70th percentile on a nationally standardized, norm-referenced test, or have at least a 3.0 grade point average.
- Sophomores may enroll in a career or technical education course at Fond du Lac Tribal and Community College if they have attained a passing score or met the eighth grade standard on the eighth grade Minnesota Comprehensive Assessment in reading and meet other course prerequisites

or course enrollment standards established by the college. These standards include but are not limited to assessment test scores, program admission or other requirements.

- If the class rank or test score criterion is not met, students may be admitted after receipt of a letter of recommendation from the high school principal or counselor.
- All PSEO students shall be enrolled on the basis of available space and/or other appropriate, defined local standards and procedures.

PSEO Admission Procedures

- Students should meet with a high school guidance counselor or other high school official to discuss the appropriateness of participating in the PSEO program. Students must make sure they meet the class rank requirements.
- Students must arrange with Fond du Lac Tribal and Community College to complete the Accuplacer placement test to determine college level placement in English, mathematics, and reading or provide either MCA, ACT, or SAT scores, which indicate college-level readiness in Reading, Writing, and Mathematics.
- Formal application to Fond du Lac Tribal and Community College must be completed, including the required supporting documents such as transcripts, immunization records, Intent to Enroll form, and a signed statement recommending admission from your school (if required). A separate, Minnesota Department of Education PSEO Student Registration form must also be completed.
- Attend an orientation session prior to attending college classes.
- Accepted students will be required to meet Fond du Lac Tribal and Community College's minimum academic progress requirements.
- Students will receive high school credit for successfully completed classes at the 1000 and 2000 level taken at Fond du Lac Tribal and Community College.
- Complete information and program requirements may be obtained by contacting the Admissions Office.

College in the High Schools

College in the High Schools (also known as concurrent enrollment) is a partnership program between Fond du Lac Tribal and Community College and participating high schools in Minnesota. The program delivers college-level courses to qualified high school students. College in the High Schools students study the same curriculum as on-campus students at Fond du Lac Tribal and Community College. Students successfully completing a College in the High Schools course receive Fond du Lac Tribal and Community College academic credit.

Credits earned through the College in the High Schools program transfer to other Minnesota colleges and universities. Acceptance of transfer credits by private and out-of-state colleges and universities is always guided by the policies of the postsecondary institution accepting the credits. Fond du Lac Tribal and Community College credits have a successful transfer history.

Students are eligible for admission to the College in the High Schools program (CITS) if they are a high school junior who ranks in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test, or has a 3.0 grade point average; or a senior who ranks in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, or has a 2.5 grade point average.

A high school that wishes to have a college or university offer a PSEO concurrent enrollment course to its students, but cannot generate sufficient enrollment to offer that course only to 11th and 12th grade students who meet the PSEO eligibility requirements may request approval for an exception from the president of the college to allow 9th or 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized, norm-referenced test, or have a favorable recommendation from a designated high school official to enroll in that course.

College in the High Schools courses are taught by qualified high school teachers who work with a college-appointed mentor. Teachers must have completed significant postsecondary course work in the field of instruction and demonstrated excellence in teaching high school students. College mentors work with the high school instructors to ensure that the high school course covers the curriculum required by the college. Mentors are required to maintain contact with the high school instructors through site visits, e-mail, and by telephone. High schools participating in the program for the first time visit the college campus to meet with administration, faculty, staff, mentors, and tour the campus.

The College in the High Schools Program at Fond du Lac Tribal and Community College is a successful program that attracts schools throughout the state of Minnesota. It is a winning experience for students, high schools, instructors, and Fond du Lac Tribal and Community College for the following reasons:

- There is no direct cost to the high school students for their credits, and they have an opportunity to develop their college-level skills during high school.
- High school instructors have the opportunity to connect with other professionals in their field and receive professional benefits of teaching a college-level course.
- School districts are able to attract and retain students in their districts and keep students at the high school campus.

- Students may eventually work toward a degree at Fond du Lac Tribal and Community College because they have already earned Fond du Lac Tribal and Community College credits.
- International students attending a United States high school through an exchange program or other non-permanent status are not eligible to enroll in College in the High School courses for college credit.

Advanced Standing

Fond du Lac Tribal and Community College grants college credits and/or advanced placement for the successful mastery of material contained in courses completed at the high school level when those courses are equivalent to college courses. Fond du Lac Tribal and Community College staff will evaluate student records for the Advanced Placement (AP) Program, the International Baccalaureate (IB) Program, and the College-Level Examination (CLEP) Program.

Credit granted through Advanced Placement, International Baccalaureate, and College-Level Examination Programs may be used for partial fulfillment of the liberal education distribution requirements for the Associate of Arts, Associate of Science, and Associate of Applied Science degrees. A maximum of 24 quarter credits or 16 semester credits obtained through advanced standing testing may be applied toward one of the degree programs at Fond du Lac Tribal and Community College.

According to Minnesota State guidelines, Fond du Lac Tribal and Community College shall grant college credit to students who earn a score of 50 or higher on CLEP examinations, with the exception of Level 2 foreign-language examinations, for which a minimum score of 60 for German language, 59 for French language, and 63 for Spanish language is required. These scores conform with recommendations made by the American Council on Education and comply with M.S. 120B.131 pertaining to eligible high school students.

Students intending to transfer to other institutions should be aware that the receiving institution determines the acceptability of Advanced Placement, International Baccalaureate, and College-Level Examination Program credits; these institutions may have different regulations from those of Fond du Lac Tribal and Community College. Contact the college counseling and advising staff for more information about advanced standing. Fond du Lac Tribal and Community College staff will follow established Minnesota State policy related to advanced standing.

Proof of Immunization

Minnesota State Law requires students to be immunized against mumps, measles, rubella, diphtheria, and tetanus if they were born on January 1, 1957, or later in order to be enrolled in postsecondary institutions. The Immunization Law states that no student may remain enrolled in a postsecondary educational institution without documentation of the appropriate immunizations, a statement signed by a physician that the student is medically exempt as outlined in the law, or a notarized statement that the student has not been immunized because of the student's conscientious-held belief. No proof of immunization is needed from:

- Students who have graduated from a Minnesota high school in 1997 or later. Immunization record will appear on high school transcript.
- Students who were born before 1956.
- Transfer students from a different postsecondary school, if transcripts or other recorded information from the previous school indicate that the student has met immunization requirements.

Reciprocity and Residency

Residency is no longer needed for admission.

Special Students (Non-degree seeking)

Students are considered to be in the special student category if they attend the college for personal enrichment or license re-certification.

Non-degree or visiting students are all visiting students and are not required to apply for admission. Credits may go towards graduation upon admission to a degree program. Students who complete 16 credits are encouraged to apply to Fond du Lac Tribal and Community College.

Note: According to Federal regulations, students who are not in a financial aid-eligible certificate, diploma, or degree program are not eligible to receive financial aid.

Weekend College Program

A learning community experience is available through the Weekend College program. This innovative program meets alternate weekends, typically Friday evenings and all day on Saturdays. Students work toward completing requirements for an associate of arts degree. New students can begin at one of three entry points during the academic year. All Weekend College students must complete the regular admission process as outlined above for first-time students, or the transfer student process if transferring from another institution.

Part-Time Students

For academic purposes at Fond du Lac Tribal and Community College, students are considered to be in the part-time student category if they register for seven or fewer credits and are not working toward a degree or certificate. (Note: Financial Aid has a separate definition of part-time students, please refer to that section for more information.)

All part-time students must complete the regular admission process as outlined above for first-time students, or the transfer student process if transferring from another institution.

Veterans

Many education benefits are available to advance the education and skills of veterans and military service members. Spouses and family members may also be eligible for education and training assistance. Certification of Enrollment must be completed by the Records Office staff. All inquiries concerning the ongoing veterans' program should be directed to the Records Office.

Students Suspended from Other Institutions

According to MNSCU policy 3.4.1, Fond du Lac Tribal and Community College may not admit students who have been suspended for academic or disciplinary reasons.

Subpart A. Students Suspended for Academic Reasons. Students on academic suspension from a Minnesota State College or University shall not be admitted to another college or university in the system during the term of that suspension unless they demonstrate potential for being successful in the particular program to which they apply.

Subpart B. Students Suspended for Disciplinary Reasons. Students who have been suspended or expelled for disciplinary reasons from any postsecondary institution may be denied admission to Fond du Lac Tribal and Community College.

REGISTRATION PROCESS

Students register for classes during the registration period prior to the beginning of each semester and summer session. Each student is encouraged to have their program plan reviewed by an advisor or counselor prior to registration.

Registration Procedures

Registration consists of the following:

- Assessment Testing (readiness in reading, English, and mathematics prior to initial registration; incoming students only) or the student can provide Fond du Lac Tribal and Community College with their scores from ACT, MCA, or SAT taken within the time periods outlined below; or 2) the student has passed a freshman composition course or a college level math course with a grade of "C" or higher.
- Program planning and review of the class schedule with counselor or advisor
- Meet with advisor, counselor, or program coordinator to create a class schedule
- Payment of tuition and fees

Late Registration

Students may not enroll after the fifth day of classes. Students who enroll after the first day of classes will be required to make up all missed class work.

Changes in Registration

Dropping and Adding a Class

Students are entitled to attend the first class session without obligation. Students may drop or add classes at any time during the first five class days of each semester with no obligation for tuition or fees for the class. Students are obligated for any classes dropped after the first five class days of each semester. If a student is obligated for a dropped class, the amount of the tuition and/or fees for the dropped class may be applied to the cost of an added class for the current term.

During the summer session, students may drop or add classes at any time during the first five class days with no obligation for tuition or fees for the class.

If a fee for a dropped class is for the recovery of costs already incurred by the campus, refund of such fees is at the discretion of the president.

If students drop a course during the first five class days of the semester, no grade(s) will be recorded on their permanent record. Courses that are not officially dropped through the Records Office will be recorded on the student's permanent record with a grade of F.

All changes in registration must be processed by the Student Records Office.

Withdrawal from a Class

Withdrawals are not permitted following the conclusion of a course. The final date for official course withdrawal is the last day on which students may officially terminate their enrollment in a course, and shall be the date on which eighty percent (80%) of the days in the academic semester have elapsed. For courses not on a standard academic semester schedule, the final date for official course withdrawal shall be established as the date on which eighty percent (80%) of the instructional days for the course have elapsed.

Students who wish to completely withdraw from one or more courses are required to do so officially by completing the proper form in the Records Office.

Assessment Testing

Assessment testing for basic skills in reading, writing, and mathematics will be administered to all students who enroll at Fond du Lac Tribal and Community College. Accuplacer placement test scores, along with high school grades and career goals, are used in the educational planning process involving the student and advisor.

Starting November 1, 2018, Fond du Lac Tribal and Community College made the transition to the Next Generation Accuplacer. Please visit <https://accuplacer.collegeboard.org/educator/next-generation> for information and study material for the Next Generation Accuplacer. Students are encouraged to review subject materials and the practice test in order to be best prepared for Accuplacer testing.

According to Minnesota State policy, the Accuplacer assessment is required for all new community college students unless: 1) the student can provide Fond du Lac Tribal and Community College with their scores from ACT, MCA, or SAT taken within the time periods outlined below; or 2) the student has passed a freshman composition course or a college level math course with a grade of "C" or higher. A student who places into a developmental education course as a result of their Accuplacer scores has the opportunity to retake the Accuplacer. Contact the testing coordinator to schedule a re-test.

Upon completion of the Accuplacer placement test and an evaluation of high school transcripts, students can meet with an advisor, counselor, or program coordinator who will provide guidance toward appropriate course selection. All students are encouraged to meet with an advisor, counselor, or program coordinator throughout their academic career at Fond du Lac Tribal and Community College to receive information and guidance in college selection, transfer, and career choices.

The wide variety of programs, courses, and other opportunities at Fond du Lac Tribal and Community College reflect the diversity of students' backgrounds, interests, and aspirations. Counselors are available to assist students in initial college orientation and in review of progress. Educational planning services are available to both full-time and part-time students.

Developmental Education

Fond du Lac Tribal and Community College is an open door institution. This philosophy allows all individuals, regardless of prior academic preparations, the opportunity to advance their education and become lifelong learners.

If Accuplacer or ACT scores indicate a student needs pre-college course work to ensure success at Fond du Lac Tribal and Community College, the student will be required to register for one or more of the developmental courses offered in the areas of English, mathematics, reading, and study skills. Students will still need to meet all prerequisite courses for English and Math courses. These courses are designed for students to acquire the basic skills and competencies necessary for successful college work. Coursework in reading, math, English, or study skills that is numbered below 1000 is considered to be developmental coursework that leads to college-level work.

Developmental courses offered at Fond du Lac Tribal and Community College are not intended for transfer. Credits earned in these courses will not meet distribution or elective requirements for graduation.

Orientation

All new and transfer students are required to attend a new student orientation session after completion of the Accuplacer. Valuable information is provided to enable students to make appropriate choices in their academic, transfer, and career planning process. Financial aid information sessions and college tours are available upon request to interested students. The schedule of orientation sessions is mailed to students prior to the start of a new semester.

COLLEGE COSTS

Schedule of Fees

The schedule for fees is established by the Minnesota State Colleges and Universities Board of Trustees and is subject to change each year.

Application Fee

An application fee of \$20 is charged to each credit-seeking applicant. The application fee is non-refundable.

Tuition

Tuition for a semester is based upon the number of credit hours a student takes. Tuition charges per credit are the same for day, evening, or summer session courses. Auditing courses requires the same payment as courses taken for credit. Tuition is subject to change. Please see the college website for the current tuition and fees cost.

Special Fees

- **Technology Fee:** An \$8.00 per credit fee is charged to advance the technological status of the campus. This includes acquisition of computer hardware, software and other equipment to enhance student learning.
- **Parking Fee:** Students are charged \$1.00 per credit for standard upkeep and maintenance of parking facilities.
- **Student Life Fee:** Students are charged \$7.00 per credit each semester.
- **Minnesota Community College Student Association:** A \$0.31 per credit fee is charged each semester.

Fond du Lac Tribal and Community College reserves the right to establish additional special fees-as necessary.

Estimate of Costs

Based on the preceding information, students may compute tuition and fees for the semester and the year. Books and supplies are additional, and costs vary for each student each semester. This may vary depending on academic program and credit loads.

Senior Citizen Fee

Senior citizens aged 62 and above enrolled for credit will be charged an administrative fee of \$15.00 per credit, in lieu of the standard per credit tuition charge. Senior citizens may audit a class at a charge of \$15.00 per credit (no credit is earned) if space is available after all tuition-paying students have been accommodated.

Tuition Rates for Students from Reciprocity States

Under the Minnesota-Wisconsin/Minnesota-North Dakota/Minnesota-South Dakota Public Higher Education Reciprocity Agreement, students from Wisconsin, North Dakota, or South Dakota may attend Fond du Lac Tribal and Community College at a reciprocity tuition rate. Wisconsin, North Dakota, or South Dakota residents must apply for reciprocity tuition rates by submitting a Tuition Reciprocity Application to their respective coordinating council for higher education. Students who do not complete the application process prior to registration may be required to pay non-resident tuition.

Payment of Fees

Tuition and fees are billed for each grading period. 15 days prior to the start of the term is the financial commitment date. Students must, at a minimum, complete one of three options by the financial commitment date to secure their place in their classes. 1) Completed the FAFSA application and received an award letter. 2) Paid either a 15% or \$300 (if 15% is greater than \$300) down payment along with an approved

Administrative Deferment Request. 3) Have an approved tuition waiver, third party billing authorization, or scholarship notice on file with the business office. A student who has not completed one of these three requirements by the financial commitment date may be dropped from all classes for non-payment.

Refunds for Withdrawal

Total Withdrawal

Tuition refunds for students who totally withdraw from all classes will be in accordance with the following schedule. This schedule does not apply to students who are subject to the requirements of federal and/or state regulations. Financial aid recipients should refer to the refund and repayment policy in the Financial Aid Section of this catalog.

Fall and Spring Semesters and other special terms at least 10 weeks in length:

Withdrawal Period	Refund
• 1st through 5th class day of term	100%
• 6th through 10th class day of the term	75%
• 11th through 15th class day of the term	50%
• 16th through 20th class day of the term	25%
• after 20th class day of the term	None

Summer Session and other special terms at least three weeks but less than ten weeks in length:

Withdrawal Period	Refund
• 1st through 5th class day of term	100%
• 6th through 10th class day of the term	50%
• after 10th class day of the term	None

Special terms less than three weeks in length:

Withdrawal Period	Refund
• 1st day of term	100%
• 2nd class day of the term	50%
• after 2nd class day of the term	None

Partial Withdrawal

Refunds are not given for students who drop a portion of their total credit load or for those who exchange classes for courses which give fewer semester hours of credit.

If a student's course schedule is reduced for the convenience of Fond du Lac Tribal and Community College, as in the cancellation of classes for insufficient enrollment, the tuition shall be adjusted without penalty.

Refunds in Cases of Death, Serious Illness, or Injury

A full refund of tuition and fees shall be made in the case of death or injury/illness requiring extensive hospital and/or convalescent care, which prohibits return to classes within the calendar semester. Doctor's statements will be required before a refund will be granted. All refunds will adhere to Department of Education Financial Aid regulations.

Credits and Refunds When Entering the Armed Forces

The granting of credits and refunds to a student who is enrolled at Fond du Lac Tribal and Community College and leaves to join the armed forces of the United States shall be handled as follows:

- If the student leaves prior to the time when three-fourths of the session has elapsed, a full refund of tuition and special fees will be made; no credit will be granted.
- If the student leaves during the last one-fourth of the session, the student shall receive full credit for the courses in which they are enrolled, if satisfactory academic progress is being made. If granted full credit in all courses, no refund of tuition and special fees will be made.
- If the student leaves during the last one-fourth of the session and if credit is granted in some courses and not others, refund of tuition and special fees will be proportional to the amount of credit not granted.

Withholding Diplomas and Transcripts of Credits

The college will withhold the issuance of diplomas and transcripts to students until all money due to the college has been paid, with the exception of loans scheduled to mature at a future date. Students with unpaid college financial obligations may not be permitted to register for subsequent semesters until obligations have been met or other arrangements have been made.

Waivers

Any waiver for amounts obligated by students after the drop/add date will go through the college's Petition Committee and if denied may be appealed to the president.

The president may waive amounts due to the college for the following reasons:

- Employee benefit provided by a bargaining agreement
- Death of a student
- Medical reasons
- College error
- Employment related condition
- Significant personal circumstances
- Student leader stipends

- Course conditions (A course condition exists when the location or timing of the course results in the student not being able to use the services intended by a fee.)
- Resident hall fees
- Natural disasters or other situations beyond the control of the campus

Any waivers for amounts obligated will go through the college's petition committee and if denied may be appealed to the president. The college must document the reason for all waivers. Fond du Lac Tribal and Community College consults with students to develop and implement policy guidelines regarding waivers.

The president may waive amounts due to the college for individual institutional waivers as approved by the Board. The college cannot waive the MSUSA or MSCSA student association fee.

FINANCIAL AID



FINANCIAL AID

FINANCIAL AID

The primary purpose of the Financial Aid Office at Fond du Lac Tribal and Community College is to provide students with a simplified access to financial assistance to remove the financial barriers associated in pursuing their educational goals.

Overview of Financial Aid

Financial aid is designed to supplement the amount students and their families are expected to contribute to meet the cost of attending college. Sources and amounts of financial aid funding vary, and each student's application for financial aid is individually reviewed to determine eligibility. Eligibility is calculated by mathematical formulas which determine financial need, and the amount is the difference between the total cost of attending college for one year and the contribution of the student and their family. Amounts and eligibility are not randomly selected.

Each student applies for financial aid by completing the Free Application for Federal Student Aid (FAFSA) each year.

Financial assistance is awarded for one academic year at a time. The amount and type of aid awarded is dependent upon student household information calculated by a formula established by the Department of Education. Since funds for many programs are limited, early application is very important, preferably by April 15 of each year.

Application Process

Beginning January 1 of each year, applicants can complete the Free Application for Federal Student Aid (FAFSA) on line at www.fafsa.gov. The college's Title IV Code is: 031291. It is recommended to have completed your income tax forms four weeks before completing the FAFSA. After completing and filing the FAFSA, students will receive a letter from the Financial Aid Office in about two weeks.

Separate applications are required for Federal Direct Loans, Federal PLUS Loans, and scholarships. The most comprehensive resource for scholarships is available at the Fond du Lac Tribal and Community College website located at www.fdlccc.edu.

Students are encouraged, and in some cases required, to use the online financial aid forms, resources, and processes to the fullest extent possible. To do this, students provide a current email address to the Admissions Office, and then visit the Fond du Lac Tribal and Community College Financial Aid website at www.fdlccc.edu.

E-Consent

To access financial information regarding your student account and financial aid online, you must give permission to the Business Office and Financial Aid Office to allow electronic correspondence. This permission allows us to provide you financial aid and account information via email and through the E-services site. Fond du Lac Tribal and Community College has a passive, affirmative, voluntary consent policy regarding electronic transactions. We assume that you are willing and able to receive your financial transaction information electronically. You have the right to opt out and request a paper copy of any communication. This request must be made in writing and submitted to the Fond du Lac Tribal and Community College Financial Aid Office.

Types of Financial Aid

Fond du Lac Tribal and Community College offers a wide range of financial aid resources to students. Students are encouraged to thoroughly investigate and apply for multiple sources of financial aid. The following financial aid programs are available at Fond du Lac Tribal and Community College:

Grants

Grants are monetary awards distributed to students, based on financial need, according to household financial information provided on the FAFSA. Grants do not need to be repaid. Fond du Lac Tribal and Community College students may be eligible for several types of grants, which includes but is not limited to:

- Federal Pell Grant
- Minnesota State Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Minnesota Post Secondary Child Care Grant
- Minnesota G. I. Bill
- Minnesota Indian Scholarship Program

Work Study Programs

As part of a financial aid award package, some students may be eligible to work on-campus student jobs or off-campus community service jobs. Most students in Work Study employment spend about ten hours per week in their job. Work Study employment is largely based on financial need, and a limited amount is available to students who do not demonstrate need.

- Federal Work Study
- State Work Study
- Institutional Work Study

Loan Programs

Loans are available to Fond du Lac Tribal and Community College students and/or parents of students. Loans must be repaid, with interest, typically starting after college graduation. Fond du Lac Tribal and Community College students may access a number of loan programs.

- Federal Subsidized Direct Loan
- Federal Unsubsidized Direct Loan
- PLUS Loan
- Student Educational Loan Fund (SELF)
- Private loans through lenders

Students must notify the Financial Aid Office if they are receiving any type of outside funding (funding not on their award letter.) Loan and work-study eligibility may be reduced or eliminated due to receiving outside funding.

If you borrow student loans and at any time find that you can't make the payment, call your lender. Other repayment options may include a reduced payment, no payments, a payment amount tied to your income, and more repayment strategies to keep you out of default.

Scholarships

Fond du Lac Tribal and Community College scholarships and external merit and need-based scholarships are financial aid options.

Students research and apply for scholarships on their own. The Financial Aid office staff at Fond du Lac Tribal and Community College are available to assist in this process by directing students to appropriate sources. Students are encouraged to apply for as many scholarships as possible. Scholarships typically do not need to be repaid.

Tribal Scholarships

Many American Indian tribes have college scholarship programs available to enrolled members. Students are encouraged to contact their tribal agency to pursue the possibilities of scholarships. In Minnesota, the following reservations have established some form of scholarship program: Fond du Lac, Mille Lacs, Grand Portage, Nett Lake/Bois Forte, White Earth, Red Lake, Leech Lake, Upper Sioux, Lower Sioux, Shakopee Sioux, and Prairie Island.

Institutional Scholarships

Fond du Lac Tribal and Community College offers a range of institutional scholarships to current students. Applications and information regarding these scholarships are available by contacting the sponsoring organization of the scholarship.

American Indian College Fund

The American Indian College Fund awards scholarships to tribally affiliated American Indian students. A separate application form is required.

Faculty Association Scholarship

A scholarship donated by Fond du Lac Tribal and Community College faculty is awarded to students that are eligible for few or no grant funds, and show excellence in the classroom.

TRIO Scholarship

Scholarships are awarded through a competitive process to currently active TRIO students. Awards are typically made each semester. Funds to support these scholarships are raised by students and staff through a variety of activities.

Human Services Club Scholarship

The Human Services Club offers two scholarships to club members with financial need who have demonstrated a commitment to the club and to community service.

Foundation Scholarships

Each year, scholarships are awarded by the college Foundation to current Fond du Lac Tribal and Community College students. Applications and information about these scholarships are available by contacting the Foundation Office at Fond du Lac Tribal and Community College. New scholarship opportunities occur regularly. The following is not a complete list but indicates several of the memorial scholarships that have been established at the college or through friends of the college.

Peter DuFault Memorial Scholarship

Established to honor the legendary leader of the Fond du Lac Reservation and the Minnesota Chippewa Tribe. DuFault exemplified the spirit of overcoming obstacles to achieve success.

Katie Poirier Memorial Scholarship

Established to honor a Fond du Lac Tribal and Community College student whose college experience ended suddenly before she could reach her goal of becoming a conservation officer. Awarded to current students in the Law Enforcement program.

Mary Ann Lord Walt Scholarship

Established to assist current college students studying the field of Human Services, Healthcare, or Education.

In Memory of Jack Scholarship

Annual scholarship exists to support students who live and learn the Ojibwe culture and language, along with remaining chemically free.

Lake Country Power Scholarship

Supports students who are currently members or have immediate family who are members of Lake Country Power.

LaMarche Creek Foundation Scholarship

Awarded to students demonstrating unmet financial need, with priority going to first-year students, first-generation students, and students residing in Carlton County and surrounding area.

Enbridge Scholarship

Enbridge, Inc. supports the Foundation through its philanthropy in support of programs that focus on community, well-being and the environment. Enbridge Scholarships are available for second-year students who have maintained a cumulative 3.0 grade point average. Priority is given to students who are active in their community and/or college activities.

Members Cooperative Credit Union Scholarship

The Members Cooperative Credit Union Scholarship is awarded to a currently registered full-time, second-year student who has maintained a cumulative 3.0 grade point average, and is a current member of Members Cooperative Credit Union.

Trustee Emeritus Robert Erickson Scholarship

Established by Trustee Emeritus Robert Erickson of the Minnesota State Colleges and Universities system to support part-time, non-traditional age students.

James Oberstar-Mille Lacs Band of Ojibwe Scholarship

Established by the Mille Lacs of Ojibwe in recognition of long-time Minnesota 8th District Congressman James Oberstar. Awarded to an enrolled member of the Mille Lacs Band of Ojibwe.

Community Memorial Hospital Scholarship

Annual scholarship pledged for American Indian students in the Nursing Program.

Herman and Ruth Wise Scholarship

Awarded to a college student who is an enrollee of the Fond du Lac Reservation.

Simon Gooder Man Whitebird Scholarship

Memorial scholarship to honor the decorated war veteran and elder of the Fond du Lac Reservation. Whitebird was the only American Indian in his unit during World War II.

Nada K. Joseph Memorial Scholarship

Offered to tribally enrolled or direct descendent Minnesota Chippewa Tribe students pursuing a career in Public Safety, Criminal Justice, Physical Education, or related fields. Memorial was established to honor an individual who promoted healthy living and physical activity.

Additional Sources

There is a wide range of additional resources students may access to pay for costs related to a college education. Either on their own or with the assistance of Financial Aid Office staff, students should explore as many options as possible.

- Deferred Payment Plans
- G.I. Bill/Veterans Benefits
- Reservation Scholarship Programs
- Rehabilitation Services
- Job Training Partnership Act Program
- Private foundations and corporations

Disbursement of Funds

Financial aid funds become available on a designated day each semester. Currently, initial disbursement falls on the ninth class day, subject to change. All financial aid is disbursed through Bank Mobile. All grants, scholarships and loans are first used to pay student tuition, fees, books and/or other charges. If a student has remaining financial aid funds, a refund is processed via Bank Mobile based on how the student requested the funds.

After the initial disbursement day of each term, financial aid is typically disbursed once weekly according to the schedule available at the Business Services Window on campus. Students can monitor when financial aid has been applied to their account and when a refund has been issued by reviewing their account on the student e-services website. Bank Mobile cards are sent to each student to the address on file with the college. It is important that students update the college with any change of address information.

Financial aid pays for grades of A, B, C, D, and F, but does not pay for grades of I or W.

Satisfactory Academic Progress

Fond du Lac Tribal and Community College maintains an open-door admission policy, assesses students admitted, and provides developmental course work and other programs of assistance to support students' success. However, students must perform at an acceptable academic level to continue enrollment and to receive financial aid. Please refer to the Academic Policies section of the catalog for the complete Satisfactory Academic Policy.

Maximum Credits For Financial Aid

Students who meet all other eligibility requirements will be eligible to receive financial aid at Fond du Lac Tribal and Community College for a maximum of 150% of their program length (including credits transferred into Fond du Lac Tribal and Community College from other institutions.) Movement into another program may prolong this time frame. Please refer to the Academic Policies section of the catalog.

Refund and Repayment Policy

Financial aid recipients who completely withdraw from a term prior to the 60% point of that term are subject to the federal return of Title IV fund rules for any federal aid not earned and the MOHE refund calculation for Minnesota state financial aid programs.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The institution's share is allocated among the Title IV programs, before the student's share, in the following order: Federal Unsubsidized Direct Loan, Federal Subsidized Direct Loan, Federal PELL Grant, Federal Academic Competitiveness Grant, and Federal SEOG. Any remaining unearned aid is the responsibility of the student, must be collected from the student, and then allocated among the Title IV programs in the order indicated above.

Using MOHE's refund calculation worksheet, Fond du Lac Tribal and Community College will also calculate any refunds due to Minnesota state financial aid programs. Fond du Lac Tribal and Community College will calculate and return its share of unearned Title IV funds and Minnesota Financial Aid Programs no later than 30 days after it determines that the student withdrew. Students return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. Students required to return unearned monies should contact the Business Office to arrange repayment.



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 1Introduction 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)



ACADEMIC POLICIES



ACADEMIC POLICIES

Attendance

Students are expected to attend all scheduled classes. In case of absence, it is the responsibility of the student to arrange for completion of class work. Attendance may affect the student's grade because of missed instruction and/or in-class or laboratory activities. Absences should be discussed with the instructor. It is the student's responsibility to read each instructor's syllabus at the beginning of each semester. This will indicate the effect of absenteeism on grade(s).

Semester System

Fond du Lac Tribal and Community College follows a semester calendar, with two academic terms scheduled between the end of August and the end of May.

A summer term is scheduled for June and July. A detailed calendar is located on the college web site.

Credit Load

The credit load for full-time students is usually from 12 to 18 credits per semester. Students who wish to register for more than 18 credits must discuss their plans with a counselor or advisor, and acquire approval in writing from the chief academic officer. Summer Session full-time credit load is 12 or more credits.

Credits and Credit Hours

Consistent with Minnesota State Board Policy 3.36, a "credit" at Fond du Lac Tribal and Community College is a unit of measure assigned to a course offering or an equivalent learning experience that takes into consideration achieved student learning outcomes and instructional time. Not all credits are the same in content; for example, some credits are lecture credits and some are lab credits. What does that mean for student in a class? It means that the numbers of hours associated with a class is variable depending on the type of credits a student is taking. "Credit hour" is the term that describes the number of hours associated with a credit.

In simple terms, 1 lecture credit equals 1 credit hour of direct instruction in a classroom per week across a semester (approximately 16 total hours). If a student takes a 3-credit lecture-based course, the student will spend three hours per week in the classroom (approximately 48 total hours in a semester). For every 1 lecture-based credit hour spent in the classroom, a student is expected to spend 2 hours studying outside of class.

Non-lecture credits, generally referred to as "lab credits," encompass lab credits (science), credits for internships and practica, studio credits (art), and clinicals (nursing). One lab credit equals 2 credit hours of class time per week across a semester. If a student is taking a 3-credit science class that is composed of 2 credits of lecture and 1 credit of lab, the student will be in the lecture classroom for 2 hours per week and in the lab for 2 hours per week.

At Fond du Lac Tribal and Community College, credit assignments are determined by faculty through the Academic Affairs and Standards Council's (AASC) curriculum approval process. For more information about credit hours, please see the college website policy pages.

Credit Award Alternatives

Independent Study

The purpose of independent study is to permit a student to develop or expand an area of special interest beyond the course offerings at Fond du Lac Tribal and Community College.

Upon approval, students may register for one to three credits of independent study during any semester. Students may earn a maximum of nine elective credits through independent study. Independent study credits are accepted toward graduation; however, independent study credits are not included in the liberal education distribution.

Registration must be preceded by discussion with the supervising instructor in which the nature of the project, the number of credits to be awarded, and the evaluation procedures to be used are defined. The independent study plan is subject to the approval of the chief academic officer prior to the start of the semester during which the credits will be earned. To start the process, students must complete the Independent Study Course Registration Form.

Credit by Arrangement

Occasionally, students must complete courses within the Fond du Lac Tribal and Community College offerings, but cannot do so because of unavoidable scheduling conflicts. With the agreement of the supervising instructor, a student may register for courses in the curriculum "by arrangement."

Prior to the semester in which credits by arrangement are to be earned, a written plan must be submitted to the chief academic officer for review. This plan should provide details on alternate teaching/learning methods and evaluation criteria that assure consistency exists between the learning objectives and the expectations of students in regularly scheduled courses and those earning credit by arrangement. To start the process, students must complete the Independent Study Course Registration Form.

Credit for Prior Learning

Fond du Lac Tribal and Community College may accept the following as credit for prior learning:

- College Level Examination Program (CLEP)
- Advanced Placement (AP)
- International Baccalaureate (IB)
- Examinations covered in the American Council on Education's (ACE) Guide to Educational Credit by Examination
- Military Education Experience
- Credit by Examination (administered by FDLTCC faculty)
- Credit by Examination (nationally recognized)

Credit by Examination

Students currently enrolled at Fond du Lac Tribal and Community College may petition for an examination granting credit for courses normally offered by the college. Normally, only students who have gained knowledge in certain fields through training or experience and who believe they have sufficient background in an area usually gained through a regular course offered by Fond du Lac Tribal and Community College should pursue this avenue.

Examinations will be offered at the discretion of the supervising instructor if he/she believes the student is adequately prepared and may succeed in the examination. Examinations may take the form of a written test, an oral examination, or some other demonstration of competency.

Special fees are attached to this service:
A fee of \$50.00 for two (2) credits, and \$100.00 for every additional credit must be paid prior to the exam and is not refundable, even if the student does not pass the exam. Forms to request credit by examination are available in the Student Services Office. All credits earned through this procedure will be recorded on the student's official transcript clearly marked as "credit-by-exam."

Advanced Placement Program

Students whose scores on the College Board Advanced Placement Examination are rated three, four, or five will be considered for advanced placement and/or credit. Students who wish to apply for advanced placement should have their results sent to the Records Office.

International Baccalaureate Program

Students successfully completing the International Baccalaureate Higher Level Examination with scores of four, five, six, or seven will be considered for advanced placement and/or credit. Diploma or certificate copies should be sent to the Records Office.

College Level Exam Program (CLEP)

CLEP examinations are designed to assess student mastery of introductory college course material in particular subject areas.

According to Minnesota State guidelines, Fond du Lac Tribal and Community College shall grant college credit to students who earn a score of 50 or higher on CLEP examinations, with the exception of Level 2 foreign-language examinations, for which a minimum score of 60 for German language, 59 for French language, and 63 for Spanish language is required. These scores conform with recommendations made by the American Council on Education and comply with M.S. 120B.131 pertaining to eligible high school students.

Equivalent course credits shall be granted when a CLEP examination covers material that is substantially similar to an existing college course.

Elective course credits shall be granted when a CLEP examination covers material that is deemed to be college-level but is not substantially similar to an existing course.

A college or university shall not limit the total number of credits a student may earn through CLEP examination. However, credits earned through CLEP examinations are not resident credits and may not be used to satisfy resident credit requirements for graduation.

A student must provide the college with an official report of CLEP examination scores in order to receive credit.

Credit or Waiver for Armed Services Training

Credit or waiver of credit will be authorized using "A Guide to the Evaluation of Educational Experiences in the Armed Services," after consultation with appropriate faculty members. These credits will be granted on a Pass (P) basis.

Credit by Nationally Recognized Examination

Fond du Lac Tribal and Community College will also consider Thomas Edison College Examination Program (TECEP), Excelsior examinations, New York University Foreign Language Proficiency (NYUFLP) examinations, the National Occupational Competency Testing Institute (NOCTI) assessments, Defense Activity for Non-Traditional Education (DANTES), and DANTES Subject Standardized Tests (DSST). Official score reports for each of the above exam programs are required for transfer evaluation.

Grading System/ Grade Point Average (GPA)

Letter grades will be assigned in each course as an evaluation of student achievement. The student's overall progress is measured by the grade point average, which is determined by dividing the sum of the grade points earned in all letter-graded courses (A–F) by the sum of all credits earned in those courses. The following grading policy is used throughout the Minnesota State Colleges and Universities System.

Grade	Definition	Grade Points/ Credit
A	Superior	4.0
B	Above Average Achievement	3.0
C	Average Achievement	2.0
D	Below Average Achievement	1.0
F	Inadequate Achievement (assigned to courses numbered 1000 and above)	0.0
FN	Failure for Non-attendance	
NC	No Credit (not calculated into grade point average; may only be assigned to courses numbered below 1000)	
P	Passing (not calculated into grade point average; limited to approved courses; e.g., student request in Physical Education, Study Skills, workshops, or for those courses specifically designed as pass/no credit)	

In addition to grades, the following symbols may be used:

I (Incomplete) denotes lack of completion of the course during the semester in which it was offered. A student has the succeeding semester to complete the incomplete grade. Any incomplete grades carried beyond one semester will be changed to F, unless special arrangements have been made with the instructor.

AU (Auditor) denotes neither credit nor a grade. A student auditing a course registers and participates in the usual manner, but does not receive credit. Audits must be declared at the time of registration. Tuition and fees are assessed at the same rate as for students receiving credit for the course.

W (Withdrawal) denotes complete withdrawal from a course. A grade of W is non-punitive and is used only when the student completes the proper withdrawal procedure and when forms are processed by the Records Office. No indication of enrollment or withdrawal is made on the student's transcript for courses dropped during the first five days of the semester. Withdrawals are not permitted following the conclusion of a course. The final date for official course withdrawal is the last day on which students may officially

terminate their enrollment in a course, and shall be the date on which eighty percent (80%) of the days in the academic semester have elapsed. For courses not on a standard academic semester schedule, the final date for official course withdrawal shall be established as the date on which eighty percent (80%) of the instructional days for the course have elapsed. (MNSCU Board Policy-3.34.1, Subpart A)

Repeating a Course

Repeating a course for any reason (additional credit, grade improvement, or expiration of credit life) is subject to review as covered in the Satisfactory Academic Progress section of this catalog.

Repeating a course for additional credit

A student may enroll in some courses more than once. Courses in this category are specified in the course description section in this catalog. The maximum number of credits allowable is stated in the course description. For each enrollment, the student receives credit hours and a grade.

Repeating a course for improvement of grade

Students who received a C, D, F, FN, or NC may repeat the courses in which they received these grades. A student may repeat a course only once. ***Additional repeats are allowed only if successfully petitioned.*** A "Request to Repeat a Course" form is available in the Records Office and must be completed at the time of registration. Both the old and new grade will remain on the student's transcript, but the highest grade earned will be the student's official grade for the course and calculated into the overall GPA. No course or grade will be removed from the transcript. Courses in which a student has received a grade of A or B are not eligible to be repeated.

Intercollegiate Athletic Eligibility

Fond du Lac Tribal and Community College values both academic and co-curricular educational experiences and supports its students in and out of the classroom. As a member institution of the National Junior College Athletic Association (NJCAA) Fond du Lac Tribal and Community College is allowed to set stricter eligibility rules and grade point average requirements than those of the NJCAA. Fond du Lac Tribal and Community College has set the minimum grade point average requirement for student-athletes at 2.0.

To be eligible and maintain participation in athletics at Fond du Lac Tribal and Community College, all current student-athletes must have a minimum term and overall cumulative grade point average of 2.0. Transfer student-athletes with one or more college transcripts must have a cumulative minimum grade point average of 2.0 in all coursework taken.

To maintain athletic eligibility at Fond du Lac Tribal and Community College, student-athletes must enroll in and maintain 12 or more credits of college work during each term

of athletic participation and meet additional eligibility guidelines as established by the NJCAA Eligibility Rules. For NJCAA eligibility rules, please see the head coach or co-athletic coordinator of the respective team at Fond du Lac Tribal and Community College. The current Eligibility Rules of the NJCAA can be found at: www.njcaa.org.

Satisfactory Academic Progress Policy

(Updated April 2019. This policy is subject to change.)

Fond du Lac Tribal and Community College maintains an open door admission policy, assesses students admitted, and provides developmental course work and other programs of assistance to support students' success. However, students must perform at an acceptable academic level to continue enrollment and to receive financial aid.

To earn a certificate or an associate-level degree or diploma from a Minnesota community college, a student must have a cumulative grade point average (GPA) of 2.0 or better in college-level courses. Students are considered to be making unsatisfactory academic progress whenever they fail to meet the standards listed below.

Students are required to meet the minimum levels of progress as follows during all terms:

Cumulative GPA	Cumulative Earned Percentage
2.00	67%

Qualitative Measure

Grade Point Average (Cumulative GPA)

All students are required to maintain the minimum cumulative GPA of 2.0. All credits are included in the calculations. Determining satisfactory progress begins with the first credit. Grades of A, B, C, D, F and FN will be included in the GPA calculation.

Quantitative Measure

Required Completion Percentage (Rate or Pace)

All students are required to complete a minimum of 67% of cumulative registered credits. All credits are included in the calculations. Determining financial aid satisfactory progress begins with the first credit. At the end of each semester, the College shall compare the number of credits the student successfully completed to the number of credits the student attempted to determine whether the student is progressing at a rate that will allow completion of the program within the maximum time frame. Courses for which a student receives a letter grade of A, B, C, D, and P are included in the calculation of cumulative credit completion percentage as courses successfully completed. Courses for which a student receives a letter grade of I, IP, NC, W, F and FN will be treated as credits attempted but not successfully completed. Blank (Z) grades will be treated as credits attempted but not successfully completed. Audited courses (AU) are not counted into the calculation.

Maximum Time Frame

Students are expected to complete their degree/diploma/certificate (program) within an acceptable period of time. Financial aid recipients may continue to receive aid through 150% of Attempted Credits required for their program(s), excluding the first 30 developmental credits. If students are pursuing multiple programs, their Maximum Time Frame will be based on their longest program (the program with the most credits). This table lists program lengths, in credits, and the corresponding Maximum Time Frame - maximum number of credits - (150% credit limit) they can attempt before being suspended from Financial Aid:

Program Length (credits)	150% credit limit	Program Length (credits)	150% credit limit
16	24	28	42
17	25.5	30	45
18	27	31	46.5
19	28.5	32	48
20	30	40	60
21	31.5	60	90
22	33	64	96
27	40.5	68	102

Evaluation Period

Each student's cumulative Qualitative (i.e., grade point average) and Quantitative (i.e., completion rate) academic performance and maximum time frame status are evaluated following every term. Students in a program that is one semester in length will have their academic performance evaluated at the half way point in their program.

Failure to Meet Standards

Warning

Warning status

If at the end of the evaluation period a student has not met either the grade point average standard or required completion percentage standard, that student can register for classes and retain his or her financial aid eligibility under a warning status for one evaluation period. Students will receive a letter indicating their Warning Status, with information on college resources, which they can utilize to avoid being placed on suspension status at the end their second semester.

Reinstatement of students on warning status

If at the end of the warning period a student who has been on warning status has met both the cumulative grade point average (2.0 or higher) and cumulative completion percentage status (67% or higher), the student is no longer in a warning status.

Suspension of students on warning status

If at the end of the warning period a student who has been on warning status has not met both the cumulative grade point average (2.0 or higher) and cumulative completion percentage standards (67% or higher), the student will be suspended immediately.

Suspension of students for other reason**Suspension for maximum time frame failure**

A student exceeding the Maximum Time Frame is immediately suspended from financial aid but may still enroll in classes. (Maximum time frame explanation is explained at top of page).

Suspension for extraordinary circumstances

A student may be immediately suspended from classes and/or financial aid in the event of extraordinary circumstances. Extraordinary circumstances may include, but are not limited to, acts of plagiarism, cheating on a test, any act of violence, assault, theft, harassing students, staff, or instructors, disrupting class, student behavior and/or attendance pattern that appears to be an abuse of the receipt of financial aid, and other circumstances.

Suspension for inability to meet program requirements within the maximum time frame

If at the end of any evaluation period it is not possible for a student to raise her or his GPA or course completion percentage to meet the standards before the student would reach the end of the program for which he or she is receiving financial aid, their financial aid eligibility will be suspended immediately.

Appeals and Probation**Appeals: Qualitative and Quantitative**

A suspended student has the right to appeal based on extraordinary circumstances (death of family member, student's injury, illness, etc.) There is no time limit on appealing. To appeal, the student must:

- Complete an Academic Appeal (Petition forms are available in the Records Office at Fond du Lac Tribal and Community College);
- Write an explanation of the circumstances that affected academic progress on the Petition form.
- Include supporting documentation if applicable. Also explain what has changed that would allow the student to be successful in their next term;
- Attend a Student Success Seminar to identify issues and barriers blocking academic success;
- Meet with an Academic Advisor/Counselor and develop an Academic Plan;
- Submit the Petition form and Academic Plan to the Records Office at Fond du Lac Tribal and Community College;

- Appeals will be reviewed by an Appeal Committee comprised of the Dean of Students or designee, the Vice President of Academic Affairs, and the Financial Aid Director or designee;
- If an appeal is denied, the student has the right to appeal the decision to the President of the College. If an appeal is approved, the student is placed on Probationary status.

Probationary Status: Qualitative and Quantitative

A student who has successfully appealed their suspension status shall be placed on probation for one evaluation period. If at the end of the next evaluation period, a student on probation status:

- Has met the cumulative grade point average (2.0 or higher) and completion percentage standards (67% or higher), the student shall be taken off probation and returned to good standing, or
- Has not met the cumulative grade point average and completion percentage standards but has met all of the conditions specified in his/her petition and academic contract/plan, the student will remain on a probation status, and shall be able to register for classes and retain his/her financial aid eligibility for a subsequent evaluation period, (i.e. a new petition is not required if conditions of petition and academic plan are met), or
- Has not met the cumulative grade point average and completion percentage standards and has also not met the conditions specified in his/her petition and academic contract/plan, the student shall be re-suspended immediately upon completion of the evaluation and must appeal their suspension.

Appeals: Maximum Time Frame

A student whose financial aid is suspended due to Maximum Time Frame has the right to appeal based on extraordinary circumstances. There is no time limit on appealing. To appeal, the student must:

- Submit to the Financial Aid Office a written explanation of why the student has attempted so many credits but haven't completed their program(s);
- Have an academic advisor/counselor submit to the Financial Aid Office an academic plan listing the specific classes needed to complete each program. This is a separate process that is not related to the Academic Appeal process;
- Maximum Time Frame Appeals will be reviewed by the Financial Aid Director or Financial Aid Specialist;
- If an appeal is denied, the student has the right to appeal the decision to an Appeal Committee comprised of the President of the College and the Dean of Students or designee.

Probationary Status: Maximum Time Frame

Once a Maximum Time Frame appeal is approved, only the classes identified on the Academic Plan from their advisor will be financial aid eligible.

Notification of Status and Appeal Results

Status

Notification of Warning

The Records Office shall notify a student in writing any time the student is placed in a warning status and shall inform the student of the conditions of that warning status.

Notification of Suspension

The Records Office shall notify a student in writing any time a student is placed in a suspension status due to not meeting the Qualitative and/or Quantitative standards, and the Financial Aid Office shall notify a student if they have not met the Maximum Time Frame. Both shall inform the student of their right to appeal the respective suspensions.

Notification of Probation.

The Records Office shall notify a student in writing any time a student is placed in a probationary status and shall include the standards the student is expected to meet or the academic plan the student is expected to complete in order to register for classes and/or retain financial aid eligibility at the end of the next evaluation period.

Appeals

Notification of Appeal Results

The Records Office shall notify a student in writing of the result of a Qualitative and/or Quantitative appeal, and the Financial Aid Office shall notify a student in writing the result of a Maximum Time Frame appeal.

Reinstatement

Qualitative and Quantitative, and Maximum Time Frame

A student suspended from enrollment and/or financial aid for not meeting any of the requirements and/or standards of this policy may re enroll and/or receive financial aid only after receiving approval of the appropriate appeal(s).

Treatment of Grades and Credits, Definitions and Conditions

Grades of A, B, C, D and F are included in the GPA calculation. Courses for which a student receives a letter grade of A, B, C, D, and P are included in the calculation of cumulative credit completion percentage as courses successfully completed. Courses for which a student receives a letter grade of I, IP, N, NC, W, F, FN, and Z will be treated as credits attempted but not successfully completed. Audited courses (AU) are not counted into the calculation.

Academic Amnesty

Fond du Lac Tribal and Community College does not grant Academic Amnesty.

Academic Plan

A set of specific requirements that a student is required to follow, and/or a list of classes that the student needs to complete or retake in order to meet program graduation requirements, and/or the minimum term GPA the student must achieve to make satisfactory academic progress in order to be reinstated to full financial aid eligibility.

Audited classes/Enrichment

Classes audited, taken for no credit, or taken only for personal enrichment with no intention of seeking a degree or diploma are not eligible for Financial Aid and are not included in satisfactory progress measurements.

Change in Major

The qualitative and quantitative standards are a cumulative measure and are not affected by a change in major. Regarding Maximum Time Frame, we will calculate the Maximum Time Frame based on 150% of Attempted Credits (including transfer and repeat credits) required for the new degree, diploma, or certificate program. Up to 30 remedial/developmental credits must be excluded from the maximum time frame calculation.

Completion Percentage (Rate or Pace)

Calculated using letter grade of A, B, C, D, S, and P as courses successfully completed.

Consortium/Joint Program Credits

Credits accepted for purposes of processing financial aid are included in the cumulative GPA, completion percentage, and Maximum Time Frame calculations.

Credit Life

Occupational course credits, including prerequisites, earned more than five years prior to admission into a specific program need the program coordinator's approval to fulfill current program requirements. Certain occupational areas may have more stringent requirements. These requirements are detailed in the specific academic program's description in this catalog. If the program coordinator requires a course to

be repeated to meet the current program requirements, a "Request to Repeat a Course" form must be completed at the time of registration. This form is available in the Records Office. Both the old and new grade will remain on the student's transcript, but the most recent grade earned will be the student's official grade and calculated into the overall GPA. No course or grade will be removed from the transcript.

FN (failed-never attended) grades

A grade given when a student has never attended a class. FN's are included when evaluating grade point average, percent completion and maximum time frame. FN's are not eligible for financial aid.

Grade Point Average (GPA)

Calculated using a grade point value for grades of A, B, C, D, F, and FN (failed never attended), based on 4.0 A to F grading scale. Although a P or S will count as a credit earned, P and S grades carry no grade point value. Grade point average is calculated by dividing grade point average points by grade point average credits.

Incompletes

Temporary grade assigned only in exceptional circumstances, with approval of the instructor, where the student has completed the majority of the coursework. "I" grades automatically become F grades (or NC in the case of courses numbered below 1000) at the end of the next semester if requirements to complete coursework have not been met.

PSEO (Postsecondary Enrollment Option), Concurrent Enrollment, and College in the High School credits

These credits are included in the calculation and evaluation of the Qualitative, Quantitative, and Maximum Time Frame requirements.

Remedial/Developmental credits

Remedial/Developmental coursework (below 1000 level) is included in the GPA and completion percentage measurement of satisfactory academic progress. Up to 30 remedial/developmental credits must be excluded from the maximum time-frame calculation.

Repeat credits

Repeated courses, whether they are for additional credit, grade improvement, or expiration of credit life, are included in the quantitative (completion rate) and maximum timeframe calculations. Only the highest grade earned, however, will be used to calculate of the GPA. Regardless of how many times a student is approved to repeat a class, a student shall not be permitted to receive financial aid for more than one repetition of a previously passed course.

Repeating a course for additional credit

A student may enroll in some courses more than once. Courses in this category are specified in the course description section in this catalog. The maximum number of credits allowable is stated in the course description. For each enrollment, the student receives credit hours and a grade.

Repeating a course for improvement of grade

Students who received a C, D, F, FN, or NC may repeat the courses in which they received these grades. A student may repeat a course only once. Additional repeats are allowed only if successfully petitioned. A "Request to Repeat a Course" form is available in the Records Office and must be completed at the time of registration. Both the old and new grade will remain on the student's transcript, but the highest grade earned will be the student's official grade for the course and calculated into the overall GPA. No course or grade will be removed from the transcript. Courses in which a student has received a grade of A or B are not eligible to be repeated. Each time a course is taken, the credits are included in the quantitative (completion rate) and maximum timeframe calculations on the student's transcript.

Second Major

The qualitative and quantitative standards are a cumulative measure and are not affected by pursuing more than one major. Regarding Maximum Time Frame, we will calculate the Maximum Time Frame based on 150% of Attempted Credits (including transfer and repeat credits) required for the major that requires the most credits. Up to 30 remedial/developmental credits must be excluded from the maximum time frame calculation.

Summer Session

Except for Incompletes, Summer Session is treated the same as any other term in all aspects of this policy. (Incompletes from Summer Session must be completed by the end of the following Fall Semester).

Transfer Credits

Credits earned at another college that meet degree requirements are not included when calculating grade point average but are included when calculating percentage of completion (i.e. completion rate) and Maximum Time Frame. 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.

Withdrawals (Ws)

Withdrawing from a course before the end of the term. W's are included when evaluating a student's percent completion, but not when determining grade point average. W's are included in the Maximum Time Frame calculation.

"Z" grades

A temporary grade listed on the transcript until the instructor turns in the final grade to the Registrar. Zs are included when evaluating a student's percent completion, but not when determining their GPA.

Students have primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to keep a file of their grades and transcripts, and regularly review their online student account.

Minnesota State Board Policy:

<http://www.minnstate.edu/board/procedure/209p1.html>

April 24, 2019

Other Academic Appeals

Students may appeal for exceptions to college procedures by obtaining an academic petition from the Records. Students shall discuss the circumstances of the petition with an academic advisor, counselor, or program coordinator. Follow the appropriate steps for each type of appeal.

The Petition Committee will review all petitions, and the chief academic officer will be responsible for all final decisions.

Academic Alerts

To address student retention, instructors have the option to submit reports on students who are not achieving at a satisfactory academic level. The academic alerts are submitted to the retention specialist at any time during the semester if the instructor has a concern regarding a student's academic performance. Students are notified of the instructor's concerns and are encouraged to seek assistance from a counselor, or advisor or other campus support services or outside resources.

Time Limit for Meeting Graduation Requirements

Students attending Fond du Lac Tribal and Community College will have five years in which to complete their work under the terms of the catalog in effect at the time of their first enrollment. Students graduating more than five years after the date of first enrollment must meet the requirements of the catalog in effect for the year in which graduation occurs.

Dean's List

Shortly after the end of each semester, Fond du Lac Tribal and Community College publishes a list of full-time students (a minimum of at least 12 credits completed) who achieved a GPA of 3.0 or better during the semester.

Transfer Information

Minnesota's public colleges and universities are working to make transfer easier. Students are urged to plan ahead and ask questions.

General Transfer Information

The receiving college or university decides which credits transfer and whether those credits meet its degree requirements. The accreditation of both the originating and receiving institutions can affect the transfer of the credits earned.

Institutions accept credits from courses and programs similar to those they offer. They look for similarity in course goals, content, and level.

Not everything that transfers will help students graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses, and electives. The key question is, will the credits fill the requirements of the degree or program chosen?

If a student changes a career goal or major, they might not be able to complete all degree requirements within the usual number of graduation credits.

Students who are currently enrolled in a college or university should:

- Confer with the campus transfer specialist about transfer plans and find out who can assist in selecting courses that will transfer.
- Visit the intended transfer college and pick up a college catalog and a transfer brochure.
- Call the intended transfer college and find out admissions criteria for the institution and major of interest. Request transfer application materials, find out what materials (e.g. portfolio, transcripts, test scores) may be required for admission, ask whether there is a deadline for all materials to be submitted, and request information about financial aid and application deadlines.
- Make an appointment to talk with an advisor/counselor in the college or program area of interest. Ask about course transfer and admission criteria. Prepare for this meeting by reading catalog information about the specific major or area of interest.

Applying for Transfer Admission

Application for admission is always the first step in transferring. Students desiring to transfer should fill out applications as early as possible prior to deadlines. The required application fee should be enclosed.

Students are required to send official transcripts from every institution they have attended. Students are required to provide a high school transcript or GED test scores as well.

Most colleges make no decisions until all required documents are in the student's file. Students should check to be certain the college or university received all the necessary paperwork.

If the intended college of transfer does not respond after one month, students should call to check on the status of their applications.

After the college notifies students that they have been accepted for admission, their transcribed credits will be evaluated for transfer. A written evaluation should indicate which credits do not transfer. Students with questions about their evaluations should call the Office of Admissions and ask to speak with a credit evaluator. Rationale for judgments regarding specific courses should be made available.

Transfer Student Rights

Transfer students are entitled to the following:

- A clear, understandable statement of an institution's transfer policy.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process. Usual appeals steps are:
 1. Student fills out an appeals form; supplemental information (syllabus, course description, or reading list) can help.
 2. Department or committee will review.
 3. Student receives, in writing, the outcome of the appeal. If a student is not satisfied with the transfer decision, the student may appeal the transfer decision at the college level to FDLTCC's Vice President of Academic Affairs. If the appeal is denied, the student may submit a request to the Minnesota State Senior Vice Chancellor of Academic Affairs for a system-level appeal.

Beginning January 1, 2002, all Minnesota Transfer Curriculum courses offered by a Minnesota State Colleges and Universities System institution must transfer into the goal areas as designated by the original institution. If a student's evaluation does not reflect this, the student should meet with the transfer counselor.

More information regarding transfer, including FDLTCC's Minnesota Transfer Curriculum, can be found in this catalog under "Academic Programs" and "Graduation Requirements" and at www.mntransfer.org. For help with transfer questions or problems, the transfer specialist in Fond du Lac Tribal and Community College's Counseling Department may be consulted.

Fond du Lac Tribal and Community College Transfer Procedures

Admission in Good Standing

Applicants are admitted in good standing if they are eligible to return to the last institution(s) attended and have a 2.0 overall grade point average based on a 4.0 scale for all courses taken at all post secondary institutions attended.

The grade point average from the transfer institution is not used in computing the student's grade point average at Fond du Lac Tribal and Community College.

Transfer students may be given provisional admission until all transcripts are received by the college. Failure to supply the necessary transcripts may lead to suspension from the college.

Course Credit Transfer

Policy

Fond du Lac Tribal and Community College shall evaluate college-level course credits completed by an admitted student, as submitted on an official transcript, to determine if the credits shall be accepted in transfer. Once credits are accepted in transfer, they will be further evaluated for their applicability to the student's program and graduation requirements.

Fond du Lac Tribal and Community College shall evaluate credits in compliance with Minnesota State Policy 3.21: Undergraduate Course Credit Transfer, and Minnesota State Policy 3.37: Minnesota Transfer Curriculum.

Decisions on the transfer of credit shall involve the following considerations: Educational quality of the learning experience which the student transfers; comparability of the nature, content and level of the learning experiences offered at Fond du Lac Tribal and Community College; and appropriateness and applicability of the learning experience to the programs offered by Fond du Lac Tribal and Community College.

Students shall receive notification of the results of their transcript evaluation and have the opportunity to receive an explanation for the acceptance or non-acceptance of credits. Students may appeal an evaluation decision if not satisfied with the explanation. An appeal denied at the institution level may be brought to the system level using the procedure established by the Office of the Chancellor.

Procedures for Determining Transfer Credits

Determining Course Comparability or Equivalency

A course may be determined to be equivalent to Fond du Lac Tribal and Community College course if it meets a minimum of 75% comparable course content. For sequential courses, students need sufficient preparation to succeed in the next course in the sequence. A list of Fond du Lac Tribal and Community College's articulation agreements can be found at www.mntransfer.org.

Transferring technical, occupational or professional course credits

Credits from technical, occupational or professional programs or departments will be accepted in transfer as technical electives. A maximum of 16 credits of technical electives may be used as elective credit toward an associate of arts degree. Students transferring into a like program at Fond du Lac Tribal and Community College will have their technical, occupational or professional credits evaluated for equivalency to program course requirements. General studies credits of a non-technical nature will be evaluated for equivalency to general studies courses offered by Fond du Lac Tribal and Community College.

Credit Life

Occupational course credits, including prerequisites, earned more than five years prior to admission into a specific program need the program coordinator's approval to fulfill current program requirements. Certain occupational areas may have more stringent requirements. These requirements are detailed in the specific academic program's description in this catalog. If the program coordinator requires a course to be repeated to meet the current program requirements, a "Request to Repeat a Course" form must be completed at the time of registration. This form is available in the Records Office. Both the old and new grade will remain on the student's transcript, but the most recent grade earned will be the student's official grade and calculated into the overall GPA. No course or grade will be removed from the transcript.

Transferring Credit Granted by a Non-Regionally Accredited Institution

Fond du Lac Tribal and Community College will work with students desiring to have credits accepted from non-regionally accredited institutions, to be used towards degree or certificate requirements at Fond du Lac Tribal and Community College. 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 by completing the petition process. The petition process includes: students completing the petition form. In addition,

students should attach copies of the transcript, course descriptions, and course syllabi. Petitions will be reviewed by the Petition Committee. Additional information may be requested during the evaluation process.

Students wishing to transfer to a four-year institution should consult that institution's policies regarding transfer of credits from non-regionally accredited institutions. Depending on that institution's policies, credits earned from non-regionally accredited institutions may not be accepted at that institution.

Minnesota Transfer Curriculum goal areas granted by another Minnesota State college or university as required by Minnesota State Procedure 3.37.1: Minnesota Transfer Curriculum.

Transferring Credit Granted by an Institution Outside the United States

Fond du Lac Tribal and Community College may accept credits from colleges and universities outside the United States based on an evaluation of degree and course equivalency by a professional evaluation service. Students are required to provide an original transcript and an English translation (if applicable) to Fond du Lac Tribal and Community College, as well as to submit documents to and pay for a catalog match evaluation from Education Credential Evaluators, Inc. in Milwaukee, Wisconsin. The web address for this company is: www.ece.org.

Evaluating Developmental Courses

Developmental courses shall not be granted college-level credit and they shall not apply to certificate, diploma, or degree completion requirements. However, a developmental course appearing on a student's transcript shall be evaluated to determine the student's readiness for college-level coursework or further developmental-level placement.

Credit Limit

Fond du Lac Tribal and Community College does not limit the total number of credits a student may earn through transfer; however, the applicability of transfer credit to program and graduation requirements shall be consistent with Fond du Lac Tribal and Community College graduation requirements.

Minnesota State System-Related Procedures

Procedures for Evaluating Credit

Fond du Lac Tribal and Community College shall follow the recommendations of the Joint Statement on the Transfer and Award of Credit, 2001, in implementing transfer policy and procedures: <http://www.acenet.edu>.

Degree Audit Reporting System

The Degree Audit Reporting System (DARS) is a self-directed, automated electronic tool for tracking a student's progress toward completing an academic program (degree, diploma or certificate). DARS includes a degree audit system and an automated transfer evaluation system that produces screen, print, and web degree audits and transfer evaluation reports. DARS is currently implemented at all Minnesota State Colleges and Universities institutions and the University of Minnesota. Students can print their own DARS report by accessing the student eservices link on the college website.

transferology.com

Transferology is a nation-wide network designed to help students explore their college transfer options. Transferology provides quick answers on where earned college credits will be accepted and how they apply toward different degree options. Visit the web site at www.transferology.com for more information.

Student Responsibility

Transcripts and Supporting Documentation

The student is responsible for acquiring 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. FDLTCC shall accept Minnesota Transfer Curriculum courses with the passing grades earned at the sending institution regardless of FDLTCC'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.

Veterans

It is important for veterans to check with the transfer counselor regarding credit for previous education and training accomplishments.

Student Appeal

Transfer Evaluation Appeal

Students will receive written notification 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 and attaching supporting documentation. The Petition Committee will review the petition.

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.

Privacy of Education Records

Fond du Lac Tribal and Community College complies with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, 34 CFR 99; the Minnesota Government Data Practices Act, (MGDPA) Minn. Stat. Ch 13, Minn. Rules Ch 1205; and other applicable laws and regulations concerning the handling of education records. Fond du Lac Tribal and Community College shall respect the privacy of education records and the rights of students to manage their records, as provided by applicable law. This policy is adopted in furtherance of those principles.

Complaints regarding alleged failures to comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) may be brought to the college's Chief Student Affairs Officer or submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Complaints about compliance with the Minnesota Government Data Practices Act (MGDPA) may be brought to the college's Chief Student Affairs Officer, or to the Minnesota Commissioner of Administration, or to the Minnesota Office of Administrative Hearings.

Definitions

The following definitions apply for the purpose of this policy:

Student means an individual currently or formerly enrolled or registered, applicants for enrollment or registration, or individuals who receive shared time educational services from Fond du Lac Tribal and Community College. Students include individuals who are taking instruction in any form including, but not limited to: in-person, correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies.

Educational data or education records means data in any form directly relating to an individually identifiable student maintained by or on behalf of Fond du Lac Tribal and Community College. Education records do not include:

1. financial records of the student's parents or guardian;
2. confidential letters or statements of recommendation placed in education records before January 1, 1975, or after January 1, 1975, if the student waived right of access;
3. records of instructional personnel that are kept in the sole possession of the maker and are not accessible or revealed to any other individual except a temporary substitute for the maker and are destroyed at the end of the school year;
4. records of law enforcement units (if law enforcement unit is a separate entity and the records are maintained exclusively by and for law enforcement purposes);
5. employment records related exclusively to a student's employment capacity (not employment related to status as a student, such as work study) and not available for use for any other purpose;
6. medical and psychological treatment records that are maintained solely by the treating professional for treatment purposes;
7. records that are created or received by Fond du Lac Tribal and Community College after the individual is no longer a student in attendance and are not directly related to the individual's attendance as a student (alumni data).

Notice of Policy

Fond du Lac Tribal and Community College shall protect the rights of students regarding their education records, as provided by applicable law. Fond du Lac Tribal and Community College shall annually inform students of their rights in the student handbook and college catalog. Additionally, the handbook and catalog will be available for inspection through the Chief Student Affairs Officer.

Subject Access to Records

All students at Fond du Lac Tribal and Community College have the same rights regarding their education records regardless of age.

Consent for Release Generally Required

Fond du Lac Tribal and Community College will not disclose or permit access by a third party to personally identifiable information contained in education records without the written consent of the student except as permitted or required by applicable law. A copy of an informed consent release form is available in the Admissions Office. A written consent is valid if it: 1) specifies the records that may be disclosed; 2) states the purpose of the disclosure; 3) identifies the party or class of parties to whom the disclosure may be made; and 4) is signed and dated by the student. If the release is for disclosure to an insurer or its representative, the release must also include an expiration date no later than one year from the original authorization, or two years for a life insurance application. If the student requests, the school shall provide him or her with a copy of the records released pursuant to the informed consent.

Release without Consent

As allowed by the MGDPA and FERPA, Fond du Lac Tribal and Community College may release non-public information from education records without consent as follows:

1. to school officials who have a legitimate educational interest, including contractors, consultants, volunteers, or other parties to whom Fond du Lac Tribal and Community College has outsourced institutional services or functions if access to education records is required in order to perform their assigned responsibilities;
2. to officials of other schools in which the student seeks or intends to enroll, or where the student is already enrolled or receives services so long as the disclosure is for purposes related to the student's enrollment or transfer;
3. to federal, state, or local officials or agencies authorized by law;
4. in connection with a student's application for, or receipt of, financial aid;
5. to accrediting organizations or organizations conducting studies for or on behalf of Fond du Lac Tribal and Community College as permitted by law;
6. in compliance with a judicial order or lawfully issued subpoena, provided a reasonable effort is made to notify the student in advance unless such subpoena for law enforcement purposes specifically directs the institution not to disclose the existence of a subpoena;
7. to appropriate persons in connection with a health or safety emergency, as permitted by law;

8. to an alleged victim of a crime of violence (as defined in 18 U.S.C. Sect 16) or non-forcible sex offense, the final results of the alleged student perpetrator's disciplinary proceeding;
9. as permitted by law, a finding of a violation of the institution's rules or policies constituting a crime of violence or non-forcible sex offense as defined by federal law;
10. as permitted by law, information about sex offenders.

School Officials with Legitimate Educational Interest

Fond du Lac Tribal and Community College will release information in student education records to appropriate school officials as indicated in (1) above when there is a legitimate educational interest. A school official includes, but is not limited to, a person employed by Fond du Lac Tribal and Community College in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted for services (such as an attorney, auditor, technology services provider, or collection agent); a person serving on the Board of Trustees; or a student serving on an official college committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Record of Requests for Disclosure

Where required by law, a record of requests for disclosure and such disclosure of personally identifiable information from student education records shall be maintained by the college's Registrar for each student and will also be made available for inspection pursuant to this policy. If the College discovers that a third party who has received student records from the institution has released or failed to destroy such records in violation of this policy, it will prohibit access to educational records for five (5) years. Records of requests for disclosure no longer subject to audit nor presently under request for access will be maintained according to the school's applicable records retention policy.

Directory Information

The following information on students at Fond du Lac Tribal and Community College is designated as public Directory Information, which is available upon request as required by the MGDPA:

1. student's name, address, telephone number; electronic mail address;
2. date and place of birth
3. major field of study
4. participation in officially recognized activities and sports
5. dates of attendance
6. most recent previous educational institution attended
7. grade level
8. degrees, honors and awards received
9. student ID number, user ID , or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN, in whole or in part, cannot be used for this purpose)
10. physical factors (height and weight) of athletes
11. photograph
12. enrollment status (e.g., undergraduate, graduate, full-time, or part-time)

Notice to Students of Right to Suppress Directory Information

Students may direct that any or all of the above-listed Directory Information be withheld from public disclosure by notifying the Records Office in writing. Fond du Lac Tribal and Community College shall honor such a non-disclosure request unless or until it is rescinded, including after the individual is no longer a student.

Access to Education Records by Student

Upon written request, the College shall provide a student with access to his or her education records. There is no charge for viewing the records even if the college or university is required to make a copy of the data in order to provide access. Responses to requests by students to review their education records shall be within ten business days.

Upon requests, the meaning of educational data shall be explained to the student by the Records Office personnel assigned to, and designated by, the appropriate office.

Students have the right to review only their own records. When a record contains private information about others, such information will be redacted before disclosure.

Students wishing to request access to their educational records should be directed to the appropriate offices.

- A. Academic Records
Records Office and Admissions:
See Registrar
- B. Student Services Records
Counseling Office:
See Chief Student Affairs Officer

Student Activities Office:
See Chief Student Affairs Officer
Student Services:
See Chief Student Affairs Officer
- C. Records
Business Office:
See Chief Financial Officer
Financial Aid Office:
See Director of Financial Aid

Challenge to Record

Students may challenge the accuracy or completeness of their education records. Note: the right to challenge a grade may not be made under this policy unless the grade was allegedly inaccurately recorded. Other challenges to grades shall be according to the college's Grade Appeals process.

Students who believe that their education records contain information that is inaccurate, misleading, incomplete or is otherwise in violation of their privacy rights may challenge their record through the following procedure:

The student must submit a written request to the Fond du Lac Tribal and Community College official who is the custodian of the record, which is signed and dated by the student, and includes sufficient information to identify the challenged record and explanation of the reason that the amendment

should be made. The student will be notified in writing within 30 days of the decision; if agreement is reached with respect to the student's request, the appropriate records will be amended, and a reasonable attempt will be made to notify past recipients of inaccurate or incomplete data, including recipients named by the student. If the record will not be amended as requested, the student will be informed of his/her right to a formal hearing and of the right to place a statement in the education record commenting on the information in the record and the reasons for disagreement with the decision. The statements will be placed in and maintained as part of the student's education records, and released whenever the records in question are disclosed.

Student requests for a formal hearing must be made in writing to the Minnesota Commissioner of Administration within 60 days of receiving the Fond du Lac Tribal and Community College written decision. The request must be directed to: Commissioner of Administration, State of Minnesota, 50 Sherburne Avenue, St. Paul, MN, 55155, who, within a reasonable period of time after receiving the request, will inform the student of further proceedings, which may include the date, place and the time of the hearing. The hearing will be conducted by the Office of Administrative Hearings (OAH) and according to the procedures set forth in Minn. Stat. Ch. 14.

The education records will be corrected or amended in accordance with the decision of OAH if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decision of the hearing officer, or both. The statements will be placed in and maintained as part of the student's education records, and released whenever the records in question are disclosed.

Copies

Students may have copies of their education records and this policy. The copies of records may be made at the student's expense, depending on the nature of the request. Official transcripts will be \$8.00.

Student Rights and Responsibilities

The Minnesota State Colleges and Universities System adopted a policy which gives students, through their student government, the right to present their views and make written recommendations in decisions that affect them. At Fond du Lac Tribal and Community College, the Student Senate and the Anishinaabe Student Council are the governing bodies for students. Students are elected to the Student Senate and the Anishinaabe Student Council by the student body.

Fond du Lac Tribal and Community College expects its students to respect the rights and property of the community college and its students, and to know and observe federal, state, and local laws. Students violating any of the above can expect to be dealt with by campus officials or civil authorities.

Conversely, students who believe that they have been dealt with unfairly are provided with a process whereby their complaints or grievances can be heard. In the event of expulsion or suspension resulting from a college-related situation, the student may request a hearing which will be conducted pursuant to Minnesota Statute 15.051 Subdivision 3.

Student Complaints and Grievances

A student has the right to seek a remedy for a dispute or disagreement, including issues of institutional or program quality such as an institution's compliance with the standards of an accrediting agency, or a claim of consumer fraud or deceptive trade practices, through a designated complaint or grievance procedure. FDLTCC has established procedures, in consultation with student representatives, for handling complaints and grievances. These procedures shall not substitute for other grievance procedures specified in board or college policies or procedures, regulations or negotiated agreements. This policy does not apply to academic grade disputes. Grade appeals must be handled under a separate college/university academic policy. For more information on complaints and grievances, please contact the Dean of Student Services (Office 147) or visit the college's Academic and Campus Policies webpage.

Student Conduct Code

Each student at Fond du Lac Tribal and Community College has the right to an education, and it is the responsibility of the college to provide an environment that promotes learning. Any action by a student that interferes with the education of any other student or interferes with the operations of the college in carrying out its responsibility to provide an education will be considered a violation of this code. Disciplinary action will be handled in an expeditious manner while providing due process. The complete Student Conduct Code is published in the Student Handbook. Students are responsible for understanding the Student Conduct Code and all information contained in the Student Handbook.

Drug and Alcohol-Free Campus Policy

Fond du Lac Tribal and Community College is committed to a standard of conduct which clearly prohibits the unlawful possession, use, or distribution of drugs and alcohol by students and staff on campus premises, or in conjunction with any college-sponsored activity or event whether on or off campus. A copy of the policy is located on the college's Academic and Campus Policies web page.

Smoke-Free Campus

Fond du Lac Tribal and Community College is a smoke-free college. Smoking is allowed only in designated areas outside of campus buildings.

On August 1, 1979, Chapter 211, Sessions Laws of 1975, known as the Minnesota Clean Indoor Air Act, became effective. The act prohibits smoking or use of other tobacco products in public places and at public meetings except in designated smoking areas. This law has been interpreted to apply to Fond du Lac Tribal and Community College as follows: smoking or use of other tobacco products, including e-cigarettes, is not permitted in any college building used by the public or classroom, hallways, lounges, auditorium, reception areas, entrances, and any portion of college closer than 25 feet of the buildings. The use of tobacco, sage, sweetgrass and the smoking of the pipe for ceremonial purpose is permitted.

Campus Security

Fond du Lac Tribal and Community College encourages all students and college community members to be fully aware of the safety issues on the campus and to take action to prevent and to report illegal and inappropriate activities. Personal awareness and applying personal safety practices are the foundation of a safe community. Faculty, administration, and staff are partners with students in this effort.

Fond du Lac Tribal and Community College currently has a variety of policies and procedures relating to campus security, and expressly reserves the right to modify them or adopt additional policies or procedures at any time without notice.

Pursuant to the Student Right to Know and Campus Security Act, Fond du Lac Tribal and Community College monitors criminal activity and annually publishes a Campus Security and Clery Report, and maintains a three-year statistical history on campus and at off-campus property or facilities owned or used by Fond du Lac Tribal and Community College or recognized college organizations. Fond du Lac Tribal and Community College distributes a copy of this report to each current student and employee. A copy of this report is also available on the college website and is distributed annually by October 1.

Class Cancellation

Notification of class cancellations will be posted on campus. If no announcement is made, students should remain for ten minutes after the class is scheduled to begin unless a longer delay has been specifically announced.

Inclement Weather

It can be assumed that college classes will be held as scheduled unless announcements are made to cancel classes and activities. Students are advised to listen to Duluth-area radio stations or watch Duluth television stations for announcements of school closing. The stations used for such broadcasts include but are not limited to:

KDAL 610 AM

WKLK 96.5 FM/1230 AM

CBS 3 TV

KBJR TV

WDIO TV

Official notices of campus closings will be posted on the college website as soon as possible.

Emergency Notification System

An emergency notification messaging system is used by Fond du Lac Tribal and Community College. The system uses text, voicemail and email messaging to notify students of campus-related emergencies. In the event of an emergency, a text message and/or a voicemail message will be sent to the cell number and/or an email will be sent to the email address provided.

The emergency notification system will be used only for emergencies. For example, if there is a crisis situation currently affecting the campus, a message will be communicated via the emergency notification system. It will also be used to notify students and employees when the campus is closed due to weather conditions.

The emergency notification system is an opt-in system and you must register in order to receive emergency alerts. Fond du Lac Tribal and Community College students are asked to sign-up for the emergency notification system via a link on the college website. Emails are sent to students each term to encourage participation in the notification system.

Computer Policy

Acceptable Use of Computers and Information Technology Resources Policy 5.22.1

Purpose

Acceptable use

This procedure establishes responsibilities for acceptable use of Fond du Lac Tribal and Community College information technology resources. College information technology resources are provided for use by currently enrolled Fond du Lac Tribal and Community College students, administrators, faculty, other employees, and other authorized users. College information technology resources are the property of Fond du

Lac Tribal and Community College and are provided for the direct and indirect support of the College's education, research, service, student and campus life activities, administrative, and business purposes, within the limitations of available college technology, financial and human resources. The use of Fond du Lac Tribal and Community College information technology is a privilege conditioned on compliance with Policy 5.22.2, this procedure, and any procedures or guidelines adopted pursuant to this procedure.

Academic Freedom

Nothing in this procedure shall be interpreted to expand, diminish, or alter academic freedom provided under Minnesota State Board policy, a system collective bargaining agreement, or the terms of any charter establishing a college library as a community or public library.

Applicability

This procedure applies to all users of Fond du Lac Tribal and Community College information technology, whether or not the user is affiliated with Fond du Lac Tribal and Community College and to all uses of those resources, wherever located. Fond du Lac Tribal and Community College is not responsible for any personal or unauthorized use of its resources, and security of data transmitted on its information technology resources cannot be guaranteed.

Definitions

Security measures:

Means processes, software and hardware used by system and network administrators to protect the confidentiality, integrity, and availability of the computer resources and data owned by the College or its authorized users. Security measures include, but are not limited to monitoring or reviewing individual user's accounts for potential or actual policy violations and investigating security related issues.

College Information Technology:

Means all facilities, technologies, and information resources used for information processing, transfer, storage and communications. This includes, but is not limited to, computer hardware and software, computer labs, classroom technologies such as computer-based instructional management systems, and computing and electronic communication devices and services, such as modems, e-mail, networks, telephones (including cellular), voicemail, facsimile transmissions, video, and multimedia materials.

Transmit:

Means to send, store, collect, transfer, or otherwise alter or affect information technology resources or data contained therein.

User:

Means any individual, including, but not limited to, students, administrators, faculty, other employees, volunteers, and other authorized individuals using College information technology in any manner, whether or not the user is affiliated with Fond du Lac Tribal and Community College.

Responsibilities of All Users

Compliance with applicable law and policy

Users must comply with laws and regulations, Minnesota State, and Fond du Lac Tribal and Community College policies and procedures, contracts, and licenses applicable to their particular uses. This includes, but is not limited to, the laws of libel, data privacy, copyright, trademark, gambling, obscenity, and child pornography; the federal Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit hacking and similar activities; state computer crime statutes; Student Code of Conduct; applicable software licenses; and Minnesota State Board policies 1.B.1, prohibiting discrimination and harassment; 1.C.2, prohibiting fraudulent or other dishonest acts; and 3.26, concerning intellectual property.

Users are responsible for the content of their personal use on College information technology, and any liability resulting from that use.

Users must use only College information technology for which they are authorized and only in the manner and to the extent authorized. Ability to access information technology resources does not, by itself, imply authorization to do so.

Users are responsible for use of College information technology under their authorization.

Unauthorized use

Users must not:

- Use any account or password assigned by the college to someone else.
- Share any account or password assigned to the user by the college with any other individual, including family members; or allow others to use College information technology resources under their control in violations of this procedure or related laws and policies, including, but not limited to, copyright laws or license agreements.
- Users must not circumvent, attempt to circumvent, or assist another in circumventing security controls in place to protect the privacy and integrity of data stored on College information technology.
- Users must not change, conceal, or forge the identification of the person using the College information technology, including, but not limited to, use of e-mail.
- Users must not download or install software onto the College's information technology without prior authorization from appropriate campus or Minnesota State officials, except when necessary to meet the academic mission.

• All electronic communicators, including e-mail, web postings, etc. are subject to libel laws, academic misconduct penalties, and harassment-related prohibitions as outlined in college policies.

• Users must not engage in inappropriate uses, including:

- Illegal activities
- Wagering or betting
- Harassment, threats to or defamation of others, stalking, and/or illegal discrimination
- Fund-raising, private business, or commercial activity unrelated to the mission of Fond du Lac Tribal and Community College, as determined by the President and Public Information Director
- Storage, display, transmission, or intentional or solicited receipt of material that is or may be reasonably regarded as obscene, sexually explicit, or pornographic, including any depiction, photograph, audio recording, or written word, except as such access relates to the academic pursuits of a Fond du Lac Tribal and Community College student or professional activities of a Fond du Lac Tribal and Community College employee
- spamming through widespread dissemination of unsolicited and unauthorized e-mail messages including chain letters
- Promotional advocacy
- Advertisement of events or items for sale or rent that result in personal gain or revenue for non-college departments, programs or approved organizations.

Protecting Privacy

Users must not violate the privacy of other users and their accounts, regardless of whether those accounts are securely protected. Technical ability to access others' accounts does not, by itself, imply authorization to do so.

Limitations on Use

Users must avoid excessive use of the College's information technology. Excessive use means use that is disproportionate to that of other users, or is unrelated to academic or employment-related needs, or that interfere with other authorized uses. The college may require users to limit or refrain from certain uses in accordance with this provision. The reasonableness of any specific use shall be determined by the College's administration in the context of relevant circumstances.

Unauthorized trademark use

Users must not state or imply that they speak on behalf of the College, and must not use College trademarks or logos without prior authorization. Affiliation with the College does not, by itself, imply authorization to speak on behalf of the College.

Security and Privacy

Security

Users shall take appropriate security measures, including the appropriate use of secure facsimiles or encryption or encoding devices when electronically transmitting data that is not public.

Privacy

Data transmitted via college information technology are not guaranteed to be private. Deletion of a message or file may not fully eliminate the data from the system.

Right to employ security measures

The College reserves the right to monitor any use of the College's information technology, including those used for personal purposes. Users have no expectation of privacy for any use of the College's technology resources, except as provided under federal wiretap regulations (21 U.S.C. sections 2701-2711). The College does not routinely monitor individual usage of its information technology resources. Normal operation and maintenance of the College's information require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other activities that are necessary for such services. When violations are suspected, appropriate steps must be taken to investigate and take corrective action or other actions as warranted. College officials may access data on the College's information technology, without notice, for other business purposes including, but not limited to, retrieving business-related information, re-routing or disposing of undeliverable mail, or responding to requests for information permitted by law.

Application of Government Records Laws

Data practices laws

Government data maintained on the College's information technology is subject to data practices laws, including the Minnesota Government Data Practices Act and the federal Family Education Rights and Privacy Act, to the same extent as they would be if kept in any other medium. Users are responsible for handling government data to which they have access or control in accordance with applicable data practices laws. The College shall ensure the confidentiality of electronic data in accord with the Confidentiality of Student Records policy and related procedures.

Record retention schedules

Official College records created or maintained electronically are subject to the requirements of the Official Records Act, Minnesota Statutes section 138.17 to the same extent as official records in any other media. Official records must be retained in accordance with the applicable approved records retention schedule appropriate for the type, nature, and

content of the record. Willful improper disposal of official records may subject an employee to disciplinary action.

Reporting of Illegal Activities

Illegal activities will be reported to appropriate authorities in accordance with local, state and federal law and Minnesota State guidelines as determined by the College's administration.

Reporting of Complaints

Users and others who have questions, concerns or problems regarding the use of Fond du Lac Tribal and Community College information technology should contact the Chief Information Officer or the Chief Student Affairs Officer.

Reviewing Requests for Use of College Property

Requests to use trademarks or logos of the College shall be reviewed by the Director of Public Information.

Security and Integrity

The Fond du Lac Tribal and Community College Leadership Committee shall be responsible for establishing and implementing security policies, standards and guidelines to protect the integrity of Fond du Lac Tribal and Community College information technology and its users.

Policy Enforcement

Access Limitations

Fond du Lac Tribal and Community College reserves the right to temporarily restrict or prohibit use of its information technology by any user without notice.

Repeat violations of copyright laws

Fond du Lac Tribal and Community College may permanently deny use of the College's information technology by any individual determined to be a repeat violator of copyright law governing internet use.

Disciplinary proceedings

Complaints shall be investigated by the Information Services Director and/or designee who will make a recommendation to the appropriate administrator if sanctioning is warranted. Alleged violations shall be addressed through applicable college policies and procedures, to address allegations of illegal discrimination and harassment; Student Code of Conduct for other allegations against students; or the applicable collective bargaining agreement or personnel plan for other allegations involving employees. Appeals shall be heard in accordance with the College's non-discrimination policy, Student Code of Conduct or applicable collective bargaining agreements or personnel plans. Continued use of the College's information technology is a privilege subject to limitation, modification, or termination.

Sanctions

Violations of this policy are considered to be misconduct under applicable student and employee conduct standards. Users who violate this policy may be denied access to the College's information technology and may be subject to other penalties and disciplinary action, both within and outside of the College. Discipline for violations of this policy may include any action up to and including termination or expulsion.

Referral to Law Enforcement

Under appropriate circumstances, Fond du Lac Tribal and Community College may refer suspected violations of law to appropriate law enforcement authorities, and provide access to investigative or other data as permitted by law.

Email Account Policy

General Information

College use of email

Email is a mechanism for official communication within Fond du Lac Tribal and Community College. The College has the right to expect that such communications will be received, read, and acted upon in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the college community. The Fond du Lac Tribal and Community College Information Technology Department is responsible for directing the use of the email system. All account users must adhere to the Fond du Lac Tribal and Community College Acceptable Use of Computers and Information Technology Resources policy.

Procedure for Implementation

Assignment of Student Email

Official Fond du Lac Tribal and Community College email accounts are created for all employees and for all admitted students. The official email address will be maintained in the Minnesota State Information and Student Records System (ISRS). Official email addresses will be directory information unless the student requests otherwise.

Deletion of Student Email

Student email accounts are de-activated after one year of non-attendance.

Redirecting of Email

If a student or employee wishes to have email redirected from their official Fond du Lac Tribal and Community College address to another email address, they may do so, but at their own risk. The College will not be responsible for the handling of email by outside vendors. Having email redirected does not relieve a student from the responsibilities associated with official communication sent to his or her Fond du Lac Tribal and Community College email account.

Expectations about Student and Employee Use of Email

Students and employees are expected to check their email on a frequent and consistent basis in order to stay current with college-related communications. Students and employees have the responsibility to recognize that certain communications may be time-critical. All users are responsible for errors, forwarding mail, or email returned to the College because of full mailboxes. These examples and instances are not acceptable excuses for missing official College communications.

Authentication for Confidential Information

It is a violation of College policies, including the Student Code of Conduct, for any user of official email addresses to impersonate a College office, faculty or staff member, or student.

Privacy

Fond du Lac Tribal and Community College cannot guarantee the privacy or confidentiality of electronic documents. Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the 'reply' command during email correspondence.

Educational Uses of Email

Faculty will determine how electronic forms of communications (e.g., email) will be used in their classes, and will specify their requirements in the course syllabus. This policy will ensure that all students will be able to comply with email-based course requirements specified by faculty. Faculty can therefore make the assumption that students' official Fond du Lac Tribal and Community College email accounts are being accessed, and faculty can use email for their classes accordingly.

Users of computers and information technology resources are expected to be knowledgeable of and to fully comply with all aspects of the college's Acceptable Use of Computers and Information Technology Resources policy which defines general standards and guidelines for use of the college's technology resources including email.



ACADEMIC PROGRAMS



ACADEMIC
PROGRAMS

Academic Programs

Fond du Lac Tribal and Community College offers a complete schedule of courses across a wide range of programs and areas of concentration. Students can choose to work toward a two-year Associate of Arts, Associate of Fine Arts, Associate of Applied Science, or Associate of Science degree program. Students may also choose to complete credits for transfer to another college as specified in the Minnesota Transfer Curriculum. Short-term certificate programs are also available. Degrees and credits earned at FDLTCC transfer to most other colleges and universities, and all institutions in Minnesota state.

The academic programs at Fond du Lac Tribal and Community College are built on a general education foundation, which includes four core competencies that cut across the college's curriculum: Problem solving, communication, culture, and information literacy. Student learning in the core areas is assessed at the course, program, and institutional levels. In addition, the college and its academic programs assess student learning indirectly through profiles regarding retention, transfer, and completion; student engagement; workforce placement; and pass rates on state licensure exams. Students and other readers can learn more about Fond du Lac Tribal and Community College's academic accountability efforts by contacting any faculty, staff, or administrator at the college. Updated information is posted on the college web site at www.fdltc.edu.



Liberal Arts and Sciences Transfer Degree

Students planning to transfer to another institution to complete a four-year college degree can begin their program at Fond du Lac Tribal and Community College by completing an Associate of Arts (A.A.), Associate of Fine Arts (A.F.A.), or an Associate of Science (A.S.) degree. Students who are planning to transfer to another institution should keep in mind the requirements of that institution when selecting courses in the area that they may plan on majoring in at the transfer institution. Students who are unsure of what area they may ultimately select at their transfer institution will receive a well-rounded foundation for future courses by completing the general requirements for graduating with an Associate of Arts degree.

The mission of the liberal arts and sciences program is:

- To prepare students for the future by promoting cultural diversity within a global perspective.
- To expose students to a broad spectrum of knowledge and an open exchange of ideas.
- To promote an understanding of the human experience and the inter-relation of the personal, social, and historical dimensions of human life.
- To promote scholarship and academic excellence.
- To promote respect for individuals, the community, and the environment.

The liberal arts and sciences curriculum provides an excellent background in general education and will transfer to a wide variety of colleges and universities.

Foundational courses are offered as part of an A.A., A.F.A., or A.S. degree in the following disciplines and should transfer to most other institutions.

Accounting
American Indian Studies
Art
Biology
Business
Chemistry
Child Development
Criminology/Criminal Justice
Education
English
Environmental Science
Geography
Health Sciences
History

Law Enforcement
 Mathematics
 Music
 Nursing
 Philosophy
 Physics
 Political Science
 Psychology
 Social Work
 Sociology
 Speech/Communication

Career and Technical Education Programs

The Associate of Applied Science (A.A.S.) degree and the Associate of Science (A.S.) degree may also be awarded to students who complete the requirements in approved career and technical education programs. A.A.S. degree programs are designed to lead directly into a position in that field. A.S. degree programs may lead to a position in a chosen career area but will also transfer to a four-year institution and provide a solid educational foundation for students seeking advanced training or a four-year degree.

A student taking classes at FDLTCC may select from the following career and technical education programs:

Business
 Business/Financial Services (A.S.)
 Small Business Entrepreneurship (A.A.S.)
 Corrections (A.S.)
 Early Childhood Development (A.A.S.)
 Elementary Education (A.S.)
 Electric Utility Technology (A.A.S.)
 Geospatial Technologies
 Geographic Information Systems and Visualization (A.S.)
 Human Services (A.A.S.)
 Law Enforcement
 Criminal Justice (A.A.S.)
 Law Enforcement (A.S.)
 Nursing
 Nursing (A.D.N.)
 Science
 Broad Field Health Science (A.S.)
 Environmental Science (A.S.)

Certificates and Diplomas

Students who are interested in a specific area, require training in a specialized area, or just want to see if college is the best educational path for them may begin their college experience by taking courses toward the completion of a certificate or diploma. Certificates and diplomas are designed to be completed in a short period of time, and may be used as a starting point to future educational opportunities. An updated list of certificates and diplomas offered at Fond du Lac Tribal and Community College can be found on the college web site.

Students may select from the following certificate programs. Please contact an adviser or program coordinator of the certificate you are interested in before registering.

American Indian Studies
 Anishinaabe
 Business
 Small Business/Entrepreneurship
 Corrections
 Corrections Certificate
 Early Child Development
 Early Childhood Development Diploma
 Early Childhood Development Certificate
 Electric Utilities Technology
 Clean Energy Technician
 Geospatial Technologies
 Geographic Information Systems and Visualization
 Human Services
 Chemical Dependency
 Law Enforcement
 Law Enforcement PPOE Diploma
 Nursing
 Nursing Assistant

A Special Partnership

The Fond du Lac Tribal and Community College Human Services program has written transfer agreements with the College of St. Scholastica (CSS) and the University of Wisconsin, Superior. CSS has been offering a bachelor's degree program in Social Work on the Fond du Lac Tribal and Community College campus since 2003.

Dibaajimowinaan (*Telling Our Story*)

American Indian Studies

The Dibaajimowinaan (American Indian Studies) associate of arts (AA) degree program seeks to be a doorway for students, particularly American Indigenous students, to explore their future in a welcoming community of learners that honors and values the language, history, worldview and methodologies of the Ojibwe-Anishinaabe people.

The Dibaajimowinaan AA degree meets the general education components of the Minnesota Transfer Curriculum. It fulfills the 10 transfer goal areas and credits necessary for successful transfer (just like the traditional Western liberal arts associates degree), thereby allowing students to deepen their breadth of knowledge of Indigenous American studies while being thoroughly prepared with the liberal education necessary to be successful in baccalaureate programs at public or private four-year universities.

In addition, the Dibaajimowinaan program fulfills the cultural standard (Gidizhitwaawinaanin) requirements of the World Indigenous Nations Higher Education Consortium (WINHEC), by which the Dibaajimowinaan program is accredited. The cultural standards form the foundation of the program's learning goals:

Goal 1: GIKENDAASOWIN Knowing knowledge

To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing. Students are encouraged to initiate the building of gikendaasowin, their educational foundation early in their collegiate studies.

Goal 2: GWAYAKWAADIZIWIN Living a balanced way

To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action. Gwayakwaadiziwin is an integral piece to lifelong learning that is reinforced throughout the curriculum.

Goal 3: ZOONGIDE'EWIN Strong hearted

To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society. Zoongide'ewin is the foundation on which we build and strengthen each student's resilience, tenacity, and determination.

Goal 4: AANGWAAMIZIWIN Diligence and caution

To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life. Aangwaamiziwin encourages students to more fully participate in their communities and nations as ethical, informed citizens.

Goal 5: DEBWEWIN Honesty and integrity

To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people. Debwewin encourages students to develop a deeper appreciation for their own worldview and the worldview of others.

Goal 6: ZAAGI'IDIWIN Loving and Caring

To encourage students' development of healthy, caring relationships built on respect for all. When we care for others and ourselves in everything we do, we are living the value of zaagi'idiwin.

Goal 7: ZHAWENINDIWIN Compassion

To expand students' knowledge of the human condition and human cultures, and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought. Zhawenindiwin is developed by understanding the human experience.



Associate of Arts

(60 Credits)

American Indian Studies Emphasis Courses (Required)

AMIN 2001 Federal Laws and the American Indian
 ANSH 1001 Intro to Anishinaabe Language
 ANSH 1002 Anishinaabe Language II
 ANTH 1001 Intro to American Indian Studies
 HIST 1050/1051 American Indian History I/II
 STSK 1010 Learning Community Orientation

General Education Requirements

AMIN 1050 Anishinaabeg of Lake Superior
 AMIN 2030 Contemporary American Indian Concerns or
 PSYC 2002 Indigenous Psychology
 BIOL 1060 Environmental Science
 ENGL 1101 College Composition
 ENGL 1102 Advanced College Composition
 SPCH 1020 Interpersonal Communication
 SPCH 1030 Intercultural Communication

Select two of the following:

ART 1060 American Indian Art
 ENGL 2005 American Indian Literature
 MUSC 1035 American Indian Music

Additional courses to be taken:

One from Goal 4: Mathematical/Logical Reasoning
 One Science course (4 or more credits)
 PE 1051 American Indian Traditional Dance
 PE 1052 American Indian Games

Anishinaabe Certificate

(13 Credits)

AMIN 1050 Anishinaabeg of Lake Superior
 AMIN 2001 Federal Laws and the American Indian
 ANSH 1001 Introduction to Anishinaabe Language
 ANTH 1001 Introduction to American Indian Studies



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.



The ten goal areas of the Minnesota Transfer

Curriculum are:

- Goal 1: Communication
- Goal 2: Critical Thinking
- Goal 3: Natural Sciences
- Goal 4: Mathematical/Logical Reasoning
- Goal 5: History and the Social and Behavioral Science
- Goal 6: Humanities and Fine Arts
- Goal 7: Human Diversity
- Goal 8: Global Perspective
- Goal 9: Ethical and Civic Responsibility
- Goal 10: People and the Environment

Information about the Minnesota Transfer Curriculum can be found in the Graduation Requirements section of this catalog.



Associate of Fine Arts Degree

The associate of fine arts degree program at Fond du Lac Tribal and Community College offers a range of options for students who want to pursue careers in visual arts. General education and program course requirements have been selected to ensure that students acquire appropriate credits that transfer easily to most BFA and Art Ed. programs at four-year schools. Courses in business, computer graphics, and mathematics are included to prepare students for career options that may include self-employment as creators and purveyors of art, crafts and services related to fine and applied arts. In addition, students enjoy the unique opportunity of studying the arts of Anishinaabeg culture including beadwork, traditional dress, and ceremonial regalia. A variety of art electives are available to satisfy the creative interests of students enrolled in all programs at Fond du Lac Tribal and Community College.

Upon completion of the associate of fine arts degree program:

- Students will be able to communicate clearly and creatively through visual arts mediums and technologies.
- Students will be able to apply artistic principles and critical thinking to facilitate visual communication.
- Students will be able to employ craftsmanship, materials mastery and technical skill to produce professional, quality artworks.
- Students will be able to identify the contributions of world and regional cultures in the evolution of contemporary visual arts.

Required Program Courses

ART 1010 Drawing I
 ART 1020 Design
 ART 1080/1081 Art History I/II
 ART 1095 Digital Photography I
 ART 1097 Introduction to Digital Graphics
 BUS 1001 Introduction to Business

Required Program Electives

Select 15 credits from the following courses

ART 1015 Drawing II
 ART 1030 Painting I
 ART 1035 Painting II
 ART 1040 Watercolor Painting
 ART 1060 American Indian Art
 ART 1070 Introduction to Jewelry
 ART 2001 Digital Photography II
 ART 2010 Sculpture
 ART 2015 Sculpture II
 ART 2020 Ceramics I
 ART 2030 Portfolio Development
 AMIN 1060 Intro to Digital Storytelling

General Education Requirements

AMIN 1050 Anishinaabeg of Lake Superior
 BIOL 1010 Aspects of Biology
 ENGL 1101 College Composition
 HIST 1012/1013 History of Global Civilization I/II
 SPCH 1010 Public Speaking

Select one of the following:

MATH 1025 Introduction to Contemporary Mathematics
 MATH 1030 Introduction to Statistics
 MATH 1010 College Algebra



Career and Technical Programs

Business

Fond du Lac Tribal and Community College offers several options for students who are interested in a career in business, financial services, and entrepreneurship. Students may elect to work toward an Associate of Science degree in Business/Financial services or an Associate of Applied Science in Small Business Entrepreneurship. Students also have the option to complete a 30-credit certificate program with emphasis in Small Business Entrepreneurship.

A two-year degree at Fond du Lac Tribal and Community College provides a foundation for upper-division study at a four-year institution, or graduates may decide to go directly into a professional position. Students completing the certificate program may already own their own business and are looking to increase their business skills. They can also decide to continue their studies toward a two-year degree or take the licensure exam in their area of interest and go directly into the workforce.

Typically, students earning an Associate of Science degree at Fond du Lac Tribal and Community College with a concentration in Business/Financial services will transfer to a four-year school to work on a bachelor's degree in business Administration, economics or accounting. Students who choose the Associate of Applied Science with a focus in Small Business Entrepreneurship are typically interested in owning/operating their own business.

Articulation agreements and program planner checklists have been established with the business departments at several colleges in the region. Students are encouraged to consult with a counselor or transfer specialist at Fond du Lac Tribal and Community College and at the transfer school of interest.

Students completing degree options in the business program will:

1. Gain an understanding of the language and theory of business and entrepreneurship;
2. Develop business related critical thinking skills;
3. Study and analyze the history of widely accepted business practices;
4. Understand contemporary business and leadership principles;
5. Analyze the concept of strategic marketing and management for the business environment; and
6. Become familiar with the financial aspects of business ownership/management.

Business/Financial Services

Associate of Science Degree

Required Program Courses

ACCT 2001/2002 Financial Accounting I/II
 ACCT 2005 Managerial Accounting
 BUS 1001 Introduction to Business
 BUS 2040 The Legal Environment of Business
 MKTG 1020 Small Business Management

General Education Requirements

AMIN 1050 Anishinaabeg of Lake Superior
 ECON 2010 Principles of Economics: Microeconomics
 ECON 2020 Principles of Economics: Macroeconomics
 ENGL 1101 College Composition
 ENGL 1102 Advanced College Composition
 SPCH 1020 Interpersonal Communication
 BIOL 1060 Environmental Science
 BIOL 1101 General Biology
 MATH 1010 College Algebra
 MATH 1030 Introduction to Statistics
 SOC 1001 Introduction to Sociology

Select two courses from two separate disciplines in Goal 6: Humanities and Fine Arts



Small Business Entrepreneurship

Associate in Applied Science Degree

Required Program Courses

ACCT 2001/2002 Financial Accounting I/II
 BUS 1001 Introduction to Business
 BUS 1003 Opportunity Analysis
 BUS 1035 Database & Data Spreadsheets
 BUS 1080 Personal Finance
 BUS 2040 The Legal Environment of Business
 BUS 2060 Business Plan Development
 MKTG 1020 Small Business Management
 MKTG 1030 Salesmanship
 MKTG 1035 Promotion & Advertising

General Education Requirements

AMIN 1050 Anishinaabeg of Lake Superior
 ECON 2010 Principles of Economics: Microeconomics
 ECON 2020 Principles of Economics: Macroeconomics
 ENGL 1101 College Composition
 ENGL 1102 Advanced Composition
 SPCH 1020 Interpersonal Communication
 MATH 1030 Introduction to Statistics
 SOC 1001 Introduction to Sociology
 One Humanities or Fine Arts course

Small Business Entrepreneurship Certificate (30 credits)

Required Program Courses

ACCT 2001 Financial Accounting I
 BUS 1001 Introduction to Business
 BUS 1003 Opportunity Analysis
 BUS 1035 Database & Data Spreadsheets
 BUS 1080 Personal Finance
 BUS 2040 The Legal Environment of Business
 BUS 2060 Business Plan Development
 MATH 1030 Introduction to Statistics
 MKTG 1020 Small Business Management
 MKTG 1030 Salesmanship



Early Childhood Development

The mission of the Early Child Development program is to provide students with opportunities for learning experiences that encompass all aspects of child development and to facilitate and encourage personal applications of developmentally appropriate practices in the care and education of children from birth through school age. Four programs of study are available in Early Childhood Development.

Students enrolled in the Early Childhood Development Program will be required to complete and pass a background study before they can participate in required lab courses or be employed in the child care/education field.

Students must receive at least a "C" or better in all courses and final cumulative GPA of 2.0 or higher to graduate from these programs. The requirements of this program are subject to change without notice due to continuous development in achieving teacher standards.

Early Childhood Development Certificate (19 credits)

CDEV 1200 Introduction to Early Childhood Education
CDEV 1210 Child Growth and Development
CDEV 1222 Health, Safety and Nutrition
CDEV 1230 Positive Child Guidance
CDEV 1340 Learning and Curriculum
ENGL1101 College Composition

Early Childhood Development Diploma (32 credits)

CDEV 1200 Introduction to Early Childhood Education
CDEV 1210 Child Growth and Development
CDEV 1222 Health, Safety and Nutrition
CDEV 1230 Positive Child Guidance
CDEV 1340 Learning Environment and Curriculum
CDEV 2510 Practicum I
CDEV 1252 Observation and Assessment
CDEV 2640 Curriculum Planning
ENGL 1101 College Composition
PSYC 2001 General Psychology



Early Childhood Development Associates of Science Degree (60 Credits)

CDEV 1200 Introduction to Early Childhood Education
 CDEV 1210 Child Growth and Development
 CDEV 1222 Health, Safety and Nutrition
 CDEV 1230 Positive Child Guidance
 CDEV 1340 Learning Environment and Curriculum
 CDEV 2510 Practicum I
 CDEV 1252 Observation and Assessment
 CDEV 2610 Organization Leadership and Management
 CDEV 2620 Children with Differing Abilities
 CDEV 2640 Curriculum Planning
 ENGL 1101 College Composition
 SPCH 1010 Public Speaking
 SOC 1050 The Family
 AMIN 1050 Anishinaabeg of Lake Superior
 Electives: At least 3 credits in Goal Area 3 Natural Sciences or Goal Area 4 Mathematical/Logical Reasoning (Math 1010 College Algebra recommended for articulated bachelor's degrees) and at least 3 additional courses in Goal Areas 5b, 6, 8, 10

Early Childhood Development Associates of Applied Science Degree (60 Credits)

CDEV 1200 Introduction to Early Childhood Education
 CDEV 1210 Child Growth and Development
 CDEV 1222 Health, Safety and Nutrition
 CDEV 1230 Positive Child Guidance
 CDEV 1340 Learning Environment and Curriculum
 CDEV 2510 Practicum I
 CDEV 1252 Observation and Assessment
 CDEV 2610 Organization Leadership and Management
 CDEV 2620 Children with Differing Abilities
 CDEV 2640 Curriculum Planning
 CDEV 2530 Challenging Behaviors
 CDEV 1240 Working with Diverse Families and Children
 CDEV 2810 Practicum II
 ENGL 1101 College Composition
 PSYC 2001 General Psychology
 SPCH 1010 Public Speaking
 SOC 1050 The Family
 AMIN 1050 Anishinaabeg of Lake Superior
 Electives: At least 3 credits in Goal Area 3 Natural Sciences or Goal Area 4 Mathematical/Logical Reasoning (Math 1010 College Algebra recommended for articulated bachelor's degrees) and 1 course in Goal Areas 5b, 6, 8, or 10

Corrections

The Corrections program offers students the opportunity to be agents of change as probation/parole officers, residential staff, corrections officers, jailers, detention deputies, and security counselors. Graduates of the program will be prepared to apply for occupational opportunities at federal, tribal, state, county, and municipal agencies, as well as with private providers.

The Corrections curriculum has been developed with extensive input from corrections professionals representing regional facilities and employers across the Arrowhead Region and as far south as Pine County. The associate of science degree in corrections is a two-year degree that facilitates direct entry into the career field or transfer for continued education at a bachelor's degree level. For those students seeking more immediate employment in the field, the one-year certificate is ideal, providing one fall semester of required classroom work and a spring semester internship at an appropriate facility or agency.



Graduates will have opportunities to work with a variety of populations, including juveniles in residential treatment or detention centers and women and men housed in facilities operated by the Minnesota Department of Corrections,

Federal Bureau of Prisons, Bureau of Indian Affairs, and counties and municipalities. Other facilities include the Minnesota Sex Offender Program, Minnesota State Security Hospital, private residential treatment facilities, and youth facilities. Graduates of the Corrections program will:

1. Apply active listening skills in multiple setting, such as group meetings and presentations common to correctional environments in order to obtain and clarify information, directives, and procedures to implement.
2. Apply critical thinking strategies to contribute to formulating effective solutions. Ability to analyze hostile situations and execute de-escalation strategies quickly.
3. Be mindful of how culture, income, class, and poverty can contribute to crime.
4. Learn the importance of teamwork and demonstrate the ability to take command, lead, follow, and collaborate in situations that commonly are demonstrated in a correctional environment. Students will learn effective strategies for dealing with conflict in the workplace.
5. Analyze and appraise situations and ethical and legal responsibilities that require use of force and select which level of force is necessary to control a situation based on the Use of Force Continuum in correctional environments.
6. Summarize and apply knowledge of technical skill procedures typical of institutional/residential/community correctional staff to effectively complete day-to-day operations using Evidence Based Practices.

Associate of Science Degree

Required Program Courses

- CORR 2025 Best Practices in Corrections
- CORR 2090 Corrections Internship (Taken Twice)
- HLTH 1050 Emergency Response/First Responder
- LAW 1001 Introduction to Criminal Justice
- LAW 1010 Crime and Delinquency
- LAW 2030 Critical Issues & Community Relations in the Criminal Justice System

General Education Requirements

- AMIN 1050 Anishinaabeg of Lake Superior
- BIOL 1011 Introduction to Forensic Biology
- ENGL 1101 College Composition
- ENGL 1102 Advanced College Composition
- ENGL 1120 Writing for Professionals
- SPCH 1020 Interpersonal Communication
- One 3-credit course Goal 4 Mathematical/Logical Reasoning (MATH 1030 or PHIL 1020 recommended)
- POLS 1020 State and Local Government
- SOC 1001 Introduction to Sociology
- SOC 1020 Human Relations
- One 3-credit course Goal 6 Humanities and Fine Arts
- SPCH 1030 Intercultural Communication
- One course Goal 10 People and the Environment
- One Physical Education course

Corrections Certificate (17 credits)

Required Program Courses:

- AMIN 1050 Anishinaabeg of Lake Superior
- CORR 2005 American Jail & Prison Systems
- CORR 2025 Best Practices in Corrections
- LAW 1001 Introduction to Criminal Justice
- LAW 1010 Crime & Delinquency
- CORR 2090 Corrections Internship

Associate of Arts Degree Option

To earn an Associate of Arts degree in addition to the Associate of Science degree outlined above, the student must complete a course from each of the following MnTC goal areas:

- 3. Natural Science (One course)
- 6. Humanities and Fine Arts (One course from a discipline other than the one chosen to complete the A.S.)
- One Physical Education course

Elementary Education

Fond du Lac Tribal and Community College's elementary education program offers students an exceptional opportunity to be among the best prepared teachers in Minnesota's diverse classrooms of the future. The Anishinaabeg and American Elementary Education program's associate of science degree engages the Spider Framework (Dr. Lori Lambert), a "two-eyed seeing" dual perspective with Indigenous and western foci. This provides the basis for the program's conceptual framework. Its culturally-based education is blended and rooted in native language, family and community, content that is meaningful and culturally grounded, context that is structured in a cultural learning environment, and finally, assessment that is gathered and maintained in a culturally appropriate way. This approach is infused throughout the entire curriculum.

The elementary education program works in partnership with Winona State University's bachelor's degree program in elementary education. Students who complete FDLTCC's associate of science degree become candidates for WSU bachelor's degree and are able to complete their bachelor's work at the FDLTCC campus through WSU.

In addition to student learning outcomes that meet the requirements of the Minnesota Professional Education Licensure and Standards Board (PELSB), the Elementary Education program's goals include:

- Learning and growing in preparation for the Minnesota Board of Teaching standards and guided by the Gidizhitwaawinaanan (cultural standards) and pedagogy throughout the curriculum.
- Becoming intentional with the implementation of a culturally-responsive classroom perspective with students in a K-6 classroom.
- Promoting the Indigenous pedagogy of the distinctive spiritual, cultural, and social mores of the community to enhance personal well-being.
- Providing different educational theories, application in planning, instruction and assessment of knowledge and skills. This includes field experiences and clinical placements that are appropriately structured to provide teacher candidates with extensive classroom experience, as well as mentored, practiced, and experienced teachers.
- Providing core Indigenous educators to perpetuate the enthusiasm of the Indigenous language and culture.
- Restoring Anishinaabe history and culture specific to science and nature.



Associate of Science Degree

(60 credits)

Required Program Courses

- *AMIN 2300 Culturally Responsive Education
- *HLTH 2100 Community Health and Wellness
- *MATH 1050 Math for Elementary Education Teachers

General Education Courses

- ENGL 1101 College Composition
- ENGL 1102 Advanced Composition
- SPCH 1010 Public Speaking
- *SCI 1280 Investigative Science I
- *SCI 1285 Investigative Science II
- *MATH 1025 Contemporary Math
- *ART/MUSC 1250 Foundations of Anishinaabe and American Arts
- *ENGL/AMIN 2200 American Indian Children's Literature
- ANSH 1001 Introduction to Anishinaabe Language or ANSH 1002 Anishinaabe Language II
- GEOG 1020 Cultural Geography
- *AMIN 1020 Foundations of American/Anishinaabe Education
- Goal Area 5: Three courses (see program planner)
- Elective: One course from Goal Area 10

**Meets Minnesota Professional Education Licensure and Standards Board (PELSB) requirements*

Electric Utilities Technology

The mission of the electric utilities technology program is to prepare students to enter into technician apprenticeship programs and careers as entry-level instrument and electrical technicians or relay technicians. Graduates will be prepared for the beginning tests of technical knowledge that are part of apprenticeship programs. The A.A.S. degree prepares students for careers in the power generation industry, manufacturing, wood products, and mining industries where large electric power systems need to be understood, monitored, and controlled. The program begins with the basics of electrical and electronics theory and application, and lays the foundation for a solid safety awareness. The elements of electrical control used by the utility-industry relay technician as well as subjects in common with industrial and process control, including programmable logic controllers, sensors, communication networks, AC and DC variable speed drives, and hydraulics.

Students who complete a degree in electrical utilities technology will:

1. Demonstrate technical proficiency in electrical principles, transmission, and relay technology.
2. Apply electrical knowledge in applications requiring demonstration of skills and the ability to trouble shoot problems.
3. Demonstrate proficiency in written and verbal communication.

Associate of Applied Science in Electric Utilities Technology

General Education Requirements

AMIN 1050 Anishinaabeg of Lake Superior
 BIOL 1060 Environmental Science
 ENGL 1101 College Composition
 ENGL 1102 Advanced College Composition
 ENGL 1120 Writing for Professionals
 GEOG 1030 Environmental Conservation
 MATH 1010 College Algebra
 PHYS 1001/1002 Introduction to Physics I/II
 POLS 1020 State and Local Government
 GEOG 1030 Environmental Conservation

Electives to meet 60 credit requirement

Required Program Courses

BUS 1035 Database and Data Spreadsheets
 EUT 1010 Introduction to Alternative and Renewable Energy Systems
 EUT 1020 Basic Electricity
 EUT 1021 AC Electricity for Electric Utility Technicians
 EUT 1030 Transmission, Distribution and Metering of Power



EUT 1040 Power Electronics and Communications Equipment

EUT 1050 Protective Relaying

EUT 1100 Programmable Logic Controllers

Associate of Arts Degree Option

To earn an Associate of Arts degree in addition to the Associate of Science degree outlined above, the student must complete a course from each of the following MnTC goal areas:

1. Communication (Group C)
5. History and the Social and Behavioral Science (Group 1)
6. Humanities and Fine Arts (choose two from different disciplines)

Two Physical Education courses

Clean Energy Technician Certificate (21 credits)

This certificate is a short-term program that combines courses in alternative and renewable energy systems with traditional electricity topic courses. The program trains professional technicians and individuals for the advancing industry of applying clean energy technologies in homes, small businesses, and tribal communities.

Required Program Courses

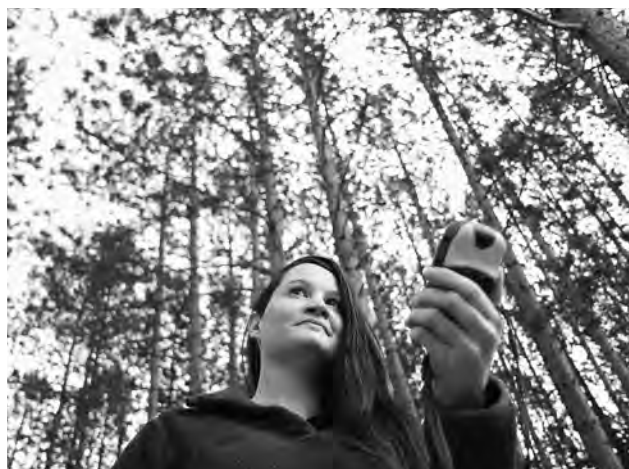
EUT 1010 Introduction to Alternative and Renewable Energy Systems
 EUT 1020 Basic Electricity
 EUT 1021 AC Electricity for Electric Utility Technicians
 EUT 1035 Photovoltaic Energy Systems
 EUT 1045 Wind Energy Systems
 EUT 1055 Home Energy Systems and Auditing
 GEOG 1050 Introduction to Geographic Information Systems

Geospatial Technologies

The Geographic Information Systems (GIS) and Visualizations associate of science degree and certificate provide specialized training in a technical, computer-based environment for GIS and remote sensing applications. Geospatial technologies provide powerful data processing and mapping tools that are utilized by professionals in highly diverse fields such as the geosciences, health care, law enforcement, and city planning, as well as in highly technical areas such as military defense. Students pursuing a degree in a complementary field can be well-served with a certificate. Students who have a keen interest in working with computers also find this field appealing.

Students who graduate from FDLTCC's Geospatial Technology program will:

1. Be able to use modern geospatial technologies including GPS devices, UAVs, and desktop and cloud computing to collect, store, and manipulate geospatial data.
2. Be able to solve spatial problems using a wide range of geospatial analysis techniques.
3. Be able to implement coding solutions to address unique geospatial analysis and mapping challenges.
4. Be able to clearly present geographic information, analysis results, and solution-oriented arguments through well designed maps and professional presentations.
5. Be familiar with industry standard data collection, GIS, and map design software, and will be aware of open source alternatives.
6. Apply and promote FDLTCC's core values of respect, integrity, stewardship, innovation, and compassion in their GIS work and everyday lives.



Associate of Science Degree

(60 credits)

Required Program Courses

MATH 1030 Introduction to Statistics
 BUS 1035 Database & Data Spreadsheets
 GEOG/PE 1054 Using GPS: Geocaching & Field Mapping
 GEOG 2001 Introduction to GIS
 GEOG 2005 Cartography & Visualization
 GEOG 2030 Remote Sensing of the Environment
 GEOG 2054 Programming in GIS
 ART/CSCI 1097 Introduction to Digital Graphics
 GEOG 2051 Web Mapping
 GEOG 2050 GIS Applications
 GEOG 2090 Undergraduate Research or GEOG 2095 Internship

General Education Requirements

ENGL 1101 College Composition
 ENGL 1120 Writing for Professionals
 SPCH 1010 Public Speaking or SPCH 1020 Interpersonal Communication
 GEOG 1010 Physical Geography
 AMIN 1050 Anishinaabeg of Lake Superior
 GEOG 1020 Cultural Geography or GEOG 1040 World Regional Geography and any course from Goal 5 Group 1

Electives: Select 4 credits of additional coursework that is relevant to your intended career path or transfer program. Physical Education & Special Topics courses may be included.

Geospatial Technologies Certificate

(16 credits)

Required Certificate Courses

GEOG/PE 1054 Using GPS: Geocaching & Field Mapping
 GEOG 2001 Introduction to GIS
 GEOG 2030 Remote Sensing of the Environment
 GEOG 2050 GIS Applications

Choose 1 of the following:

GEOG 2005 Cartography & Visualization
 GEOG 2051 Web Mapping

Human Services

The Human Services program is designed for students interested in the helping professions. Graduates will have acquired an understanding of the concepts, principles, skills methods and techniques of human services for positions in social welfare agencies, nursing homes, schools, disability and rehabilitation programs, public service related business and programs, as well as state and county agencies.

The projected job outlook for students entering Human Services careers is very positive. Current labor market information indicates a stable need for trained and skilled professionals.

The mission of Human Services Department is best described as "People Helping People to Help Themselves." The focus is to assist students to grow in personal and professional awareness and skills; to acquire accurate and current knowledge of human services issues and practice; to develop listening, influencing, critical thinking, and counseling skills; and to prepare for employment or transfer through academic course work and field practicums. FDLTCC's unique multi-cultural climate provides students with the opportunity to recognize and understand cultural diversity.

The Human Services program has written transfer agreements with the College of St. Scholastica (CSS) and the University of Wisconsin, Superior. CSS has been offering a bachelor's degree program in Social Work on the Fond du Lac Tribal and Community College campus since 2003.



If attending as a full-time student, a degree in Human Services can be completed in two academic years. Students learn the necessary knowledge and skills to enter the work force quickly. For those with some college experience it is possible to complete the degree in less time. Classes are offered during the day, evening hours and online, providing the opportunity to create a flexible schedule for non-traditional students. Small classes, on-campus child care and participation in student organizations such as the Human Services Club are added bonuses.

Associate of Applied Sciences in Human Services Degree

Required Program Courses

HSER 1001 Introduction to Human Services
 HSER 1010 Helping Process
 HSER 2010 Counseling Skills
 HSER 2020 Family Dynamics
 PSYC 2020 Group Dynamics
 HSER 2095 Practicum
 OR
 HSER 2090 (must take twice)
 PSYC 1030 Drug Use and Abuse
 OR
 CDEP 2001 Chemical Dependency Theories

Required General Education Courses

AMIN 1050 Anishinaabeg of Lake Superior
 BIOL 1010 Aspects of Biology
 ENGL 1101 College Composition
 ENGL 1120 Writing for Professionals
 MATH 1030 Introduction to Statistics
 PSYC 2001 General Psychology
 SPCH 1010 Public Speaking
 OR
 SPCH 1020 Interpersonal Communication

An additional 8 or 9 credits will need to be taken to reach the required 60 credits for graduation.

(Recommended electives include CDEP 2020 Chemical Dependency Assessment and Procedures, POLS 1020 State and Local Government, PSYC 2010 Developmental Psychology, SOC 1020 Human Relations.)

Associate of Arts Degree Option

Students planning on completing an A.A. degree with a Human Services focus will also need to take:

One science course in addition to BIOL 1010 (BIOL 1060, GEOG 1010, or GEOG 2010 are recommended as they fulfill both MnTC Goal 3 and Goal 10)

One additional course Goal 5: History/Social Behavioral Sciences–Group 2

Two courses Goal 6: Humanities and Fine arts. ART 1080 or 1081, ENGL 2040, MUSC 1030, PHIL 2001 or 2040 are recommended as they also fulfill MnTC Goal 8.

One course Goal 8.

Two Physical Education courses

Chemical Dependency Counselor Certificate (28 credits)

The Chemical Dependency Certificate program is intended for those students who are seeking the Licensed Alcohol and Drug Counselor (LADC) through the Board of Behavioral Health and Therapy. The Certificate program satisfies the 270 hours of classroom instruction and the 880-hour practicum (internship) required to obtain the LADC in Minnesota in a setting which satisfies MN Statute 148C.04. A bachelor's degree is required to complete the LADC requirements. The bachelor's degree can be completed through a number of different transfer degrees. Students can obtain the Alcohol and Drug Counselor Temporary (ADCT) qualification with the two-year degree which can lead to initial employment in the field.

The courses in the CDC program will provide students with the knowledge of the State of Minnesota requirements for the LADC including an overview of alcohol and drug counseling focusing on the transdisciplinary foundations of alcohol and drug counseling, an understanding of the theories of chemical dependency, the continuum of care, and the process of change; pharmacology and the dynamics of addiction, case management, screening, intake, assessment, treatment planning and counseling theory and practice; treating substance abuse disorders with culturally diverse and identified populations; co-occurring disorders and professional ethics.

The practicum will provide the student with the opportunity to develop clinical skills under the supervision of a qualified LADC clinical supervisor at an approved site. The practicum will provide the student with the opportunity to develop proficiency in the twelve core functions as defined by the Board of Behavioral Health and Therapy.

The Chemical Dependency Certificate is recognized by the Minnesota College System as a separate college degree and is therefore eligible for financial aid.

Required Courses

CDEP 2001 Chemical Dependency Theories
CDEP 2020 CD Assessment and Procedures
CDEP 2030 Co-Occurring Disorders
CDEP 2050 CD Practicum I
CDEP 2051 CD Practicum II
PSYC 1030 Drug Use and Abuse
PSYC 2020 Group Dynamics

Law Enforcement

The mission of the Law Enforcement department at Fond du Lac Tribal and Community College is to provide a comprehensive approach to law enforcement, focusing on current and past practices in law enforcement, including problem solving, conflict resolution, and community involvement and partnerships.

Special attention is paid to police and public safety ethics. A unique focus of our mission is to recruit, educate and train American Indians seeking criminal justice careers. As part of this unique mission, it is also a focus to provide non-Indian students perspectives into the diversities involving communities of color.

Instructors on staff include current and former peace officers, investigators, lawyers and judges. Fond du Lac Tribal and Community College enjoys a great partnership with area law enforcement agencies and organizations. This partnership allows students direct exposure to current professionals and practical experiences and application. The compact, streamlined program can be completed in two years. For students who have a college degree or some college experience, it is possible to complete the program in one year.

The Law Enforcement program's goals are as follows:

1. Students will acquire an understanding of the law enforcement profession and be able to communicate effectively in that profession.



2. Students in the law enforcement program will be trained to the state Peace Officer Standards and Training (POST) Board standards, learning the Professional Peace Officer Education (PPOE) Learning Objectives. These standards will give the students the opportunity to test for and be employed in the law enforcement profession in the state of Minnesota.
3. Students will become proficient in leadership development, cultural awareness, and current trends in the profession.
4. Students in the law enforcement program will develop an understanding of liberal arts for a foundation of effective oral and written communication, analytical reasoning, social behavior, and scientific aspects.
5. The law enforcement program will: Recruit, retain, complete, and place a majority of students from region.

Associate of Science Degree in Law Enforcement (68 credits)

Required Program Courses

- HLTH 1050 Emergency Medical Responder
- LAWE 1001 Introduction to Criminal Justice
- LAWE 1020 Criminal Investigation
- LAWE 2010 Criminal Procedure and Evidence
- LAWE 2020 Minnesota Statutes and Traffic Law
- LAWE 2030 Critical Issues and Community Relations
- LAWE 2050 Use of Force I: Defensive Tactics
- LAWE 2051 Use of Force II: Firearms
- LAWE 2052 Leadership, Ethics, and Diversity in Law Enforcement
- LAWE 2053 Practical Applications of Criminal Investigations
- LAWE 2054 Patrol Procedures

General Education Courses

- ENGL 1101 College Composition
- ENGL 1120 Writing for Professionals
- SPCH 1020 Interpersonal Communication
- OR
- SPCH 1010 Public Speaking
- BIOL 1011 Introduction to Forensic Biology
- OR
- BIOL 1060 Environmental Science
- LAWE 1010 Crime and Delinquency
- SOC 1001 Introduction to Sociology
- POLS 1020 State and Local Government
- AMIN 1050 Anishinaabeg of Lake Superior

Student must complete one MnTC Goal 4 Mathematical/Logical Reasoning course

Student must complete one MnTC Goal 6 Humanities and the Fine Arts course

Optional Electives (above 68 credit requirements)

- PE 1040 Introduction to Conditioning
- LAW 1005 Seeking Careers in Criminal Justice
- LAW 1072 Introduction to Cyber
- 2095 Law Enforcement Internship

Associate of Arts Degree Option

To earn an Associate of Arts degree in addition to the Associate of Science degree outlined above, the student must complete a course from each of the following goal areas:

1. Communication: ENGL 1102 Advanced Composition
 3. Natural Science
 6. Humanities (from a discipline other than one used for the Associate of Science Degree)
 8. Global Perspective (may be completed with Humanities Course)
 10. People and the Environment BIOL 1060 Environmental Science recommended
- Two Physical Education courses

Associate of Applied Science Degree in Criminal Justice (60 credits)

Required Program Courses

- LAW 1001 Introduction to Criminal Justice
- LAW 1005 Seeking Careers in Criminal Justice
- LAW 1010 Crime and Delinquency
- LAW 1020 Criminal Investigation
- LAW 2010 Criminal Procedure and Evidence
- LAW 2020 Minnesota Statutes and Traffic Law
- LAW 2030 Critical Issues and Community Relations

General Education Requirements

- ENGL 1101 College Composition
- ENGLE 1120 Writing for Professionals
- SPCH 1020 Interpersonal Communication
- OR
- SPCH 1010 Public Speaking
- BIOL 1011 Introduction to Forensic Biology
- OR
- BIOL 1060 Environmental Science
- PSYC 2001 General Psychology
- SOC 1001 Introduction to Sociology
- SOC 2010 Social Problems
- POLS 1020 State and Local Government
- AMIN 1050 Anishinaabeg of Lake Superior

Additional courses

- One from MnTC Goal 4 Mathematical/Logical Reasoning
- One from MnTC Goal 6 Humanities and Fine Arts
- Two from MnTC Physical Education

Optional Electives (above 60 credit requirements)

- LAW 1072 Introduction to Cyber
- LAW 2095 Law Enforcement Internship
- CORR 2025 Best Practices in Corrections

Associate of Arts Degree Option

To earn an Associate of Arts degree in addition to the Associate of Applied Science degree outlined above, the student must complete a course from each of the following MnTC goal areas:

3. Natural Science
6. Humanities (from a discipline other than one used for the Associate of Science Degree)
8. Global Perspective (may be completed with Humanities Course)
10. People and the Environment BIOL 1060 Environmental Science recommended

Law Enforcement PPOE Diploma (40 credits)

Required Program Courses

- LAW 1001 Introduction to Criminal Justice
- LAW 1010 Crime and Delinquency
- LAW 1020 Criminal Investigation 4 F/S
- LAW 2010 Criminal Procedure and Evidence
- LAW 2020 Minnesota Statutes and Traffic Law
- LAW 2030 Critical Issues and Community Relations
- LAW 2050 Use of Force I: Basic Defensive Tactics
- LAW 2051 Use of Force II: Firearms
- LAW 2052 Leadership, Ethics, and Diversity in Law Enforcement
- LAW 2053 Practical Applications of Criminal Investigations
- LAW 2054 Patrol Procedures
- HLTH 1050 Emergency Response/First Responder

Optional Electives (above 40 credit requirements)

- LAW 1072 Introduction to Cyber
- LAW 2095 Law Enforcement Internship
- CORR 2025 Best Practices in Corrections

This PPOE Diploma is designed for individuals who already have a college degree and need to become Minnesota POST Board eligible. Students that start this program in the Fall will complete the requirements in June of the following year. Students that begin the program in the Spring semester will complete the requirements in the Fall semester.



Nursing

The Nursing program at Fond du Lac Tribal and Community College is designed to train students for a range of careers in the field of Nursing. The program emphasizes work environment and situations common to rural and tribal health care sites. The Nursing program is approved by the Minnesota Board of Nursing.

FDLTCC's associate degree in nursing prepares students to provide excellent nursing care as registered nurses and emphasizes compassionate, safe, and culturally competent care for individual patients, families, and communities. The curriculum engages students in current evidence-based practice, interdisciplinary collaboration, teamwork, nursing informatics, and knowledge of quality and safety in health care systems.

Students who complete FDLTCC's ADN nursing program will:

1. Demonstrate nursing care that is client centered, culturally sensitive, and based on the holistic needs of clients and families (Patient Centered Care).
2. Use sound nursing judgment in the provision of safe, quality, care (Nursing Judgment).
3. Practice professional nursing in an ethical and legal manner that integrates integrity, accountability, leadership and organizational skills (Professional Identity).
4. Function effectively as individuals and within the interdisciplinary team with open communication, mutual respect and shared decision making (Teamwork and Collaboration).
5. Contribute to the management of healthcare and continued quality improvement by incorporating evidence- based practice, cost containment and current technology (Quality Improvement).

Associate Degree in Nursing (64 credits)

Required Program Courses:

- NURS 1135 Holistic Nursing Care I
- NURS 1136 Holistic Nursing Care I Clinical
- NURS 1140 Holistic Nursing Care II
- NURS 1141 Holistic Nursing Care II Clinical
- NURS 2135 Holistic Nursing Care III
- NURS 2136 Holistic Nursing Care III Clinical
- NURS 2140 Holistic Nursing Care IV
- NURS 2141 Holistic Nursing Care IV Clinical
- NURS 2130 Community Clinical
- NURS 2145 Nursing Leadership

General Education Requirements:

- ENGL 1101 College Composition
- BIOL 2010 Microbiology
- BIOL 2020 Human Anatomy & Physiology I (prerequisite)
- BIOL 2021 Human Anatomy & Physiology II(prerequisite)
- BIOL 2015 Pathophysiology
- MATH 1010 College Algebra or MATH 1030 Introduction to Statistics
- PSYC 2010 Development Psychology (prerequisite)
- PSYC 2030 Abnormal Psychology
- AMIN 1050 Anishinaabeg of Lake Superior
- BIOL 1001 Concept of Cell Biology (prerequisite)

Required for LPN advanced entry prior to semester 3 (Advanced Standing Credits=8)

- NURS 2010 Bridge to Professional Nursing

Nursing Assistant and Home Health Aid Certificate (4 credits)

- HLTH 1005 Introduction to Nursing/NA/Home Health Aid



Sciences

Health Science Broad Field Associate of Science Degree

The Health Science Broad Field Associate in Science is designed to transfer to related health sciences baccalaureate degree programs at system universities. The program provides a general health sciences background. Students can select specific electives based on the university program they are interested in transferring to such as dental hygiene, exercise science, cardiopulmonary rehabilitation, community health, biology, or nursing.

Required Program Courses

AMIN 1050 Anishinaabeg of Lake Superior
 BIOL 1101 General Biology I
 BIOL 2005 Nutrition
 BIOL 2010 Microbiology
 BIOL 2020/2021 Anatomy and Physiology I/II
 CHEM 1010 General Chemistry I
 ENGL 1101 College Composition
 ENGL 1102 Advance College Composition
 MATH 1010 College Algebra
 MATH 1030 Introduction to Statistics
 PHIL 2010 Ethics
 PSYC 2001 General Psychology
 PSYC 2010 Developmental Psychology
 SOC 1001 Introduction to Sociology
 SPCH 1020 Interpersonal Communication

One additional 3 credit course of the student's choice is to be selected to reach the 60 credit requirement for the A.S. degree.

Environmental Science

The Environmental Science program at Fond du Lac Tribal and Community College is intended to be an introductory science sequence with an emphasis on ecosystem interactions and human impacts on the environment. Environmental scientists work toward the defining and solving of environmental problems caused by human activity.

Environmental Science at FDLTCC includes course work in Geospatial Technologies, which is an increasingly important tool in evaluation and planning in the field. Graduates are qualified to transfer to institutions offering a bachelor's degree in Environmental Science/Studies, Biology, and many other related fields. Upon completion of a bachelor's degree, students are qualified for a variety of jobs in the biological sciences as well as consulting and teaching. Graduates of the associate of science degree program may also qualify for entry level environmental or natural resources technician positions with the public and private sector.



Associate of Science Degree

Required General Education Courses

AMIN 1050 Anishinaabeg of Lake Superior
 ENGL 1101 College Composition
 ENGL 1102 Advanced College Composition
 MATH 1010 College Algebra
 OR
 MATH 1030 Introduction to Statistics

The student must complete one additional course from each Goal area

Goal 5: History and the Social and Behavioral Science (Group 1)
 Goal 6: Humanities and Fine Arts (not PHIL)

Required Program Courses

BIOL 1101 General Biology I
 BIOL 1102 General Biology II
 BIOL 1060 Environmental Science
 BIOL 1065 Ecology of Minnesota
 BIOL 2050 Principles of Ecology
 GEOL 1001 Introductory Geology
 GEOG 1030 Environmental Conservation
 GEOG 1050 Introduction to Geographic Information Systems
 GEOG 2030 Remote Sensing of the Environment
 GEOG 2050 Practical Applications in GIS
 PHIL 2070 Environmental Ethics



Associate of Arts Degree Option

To earn an Associate of Arts degree in addition to the Associate of Science degree outlined above, the student must complete a course from each of the following MnTC goal areas:

1. Communication (SPCH 1010 Public Speaking or SPCH 1020 Interpersonal Communication)
8. Global Perspective (one course which may have been completed if the selected Humanities course also meets goal 8.)

Physical Education (two courses)



COURSE DESCRIPTIONS

COURSE
DESCRIPTIONS

* indicates a prerequisite course is required

ACCOUNTING

The mission of the Accounting department is to provide students with an opportunity to be trained in the broad range of accounting skills necessary for the business marketplace. Students will be provided with necessary accounting and analytical skills within a professional and ethical learning environment that will prepare them for the modern business world.

ACCT 1099 1–3 credits

Special Topics

Study of special topics in Accounting. Special course topics will be announced in the class schedule.

ACCT 2001 3 credits

Financial Accounting I

Accounting is the language of business. It is a means of taking financial data and turning it into financial information which can then be communicated to internal and external parties. Students will learn how to communicate via the balance sheet, income statement and any notes to these statements that will guide users in their decision making. This course focuses on the process of how to record, classify, measure, analyze and report business data to all end users whether internal or external.

ACCT 2002* 3 credits

Financial Accounting II

As a continuation of ACCT 2001, this course introduces accounting concepts needed for measuring and reporting long-term assets; partnerships and corporations; long-term liabilities; statement of cash flows; financial statement analysis; , touching on investments, international operations and introducing managerial accounting concepts. (Prerequisite: ACCT 2001 or consent of instructor).

ACCT 2005* 3 credits

Managerial Accounting

This course introduces the foundations of managerial accounting. The emphasis is on management's use of accounting information for planning, controlling, and decision making. Topics covered include cost behavior, an overview of job order and process costing, cost volume profit analysis, budgeting, cost analysis, and capital budgeting decisions. (Prerequisite: ACCT 2001 Financial Accounting I).

ACCT 2090 3 credits (2 lecture, 1 lab) Volunteer Income Tax Assistance

Provides volunteer experience preparing tax returns for low and moderate income area residents through both classroom and hands-on training.

DIBAAJIMOWINAAN (AMERICAN INDIAN STUDIES)

The Dibaajimowinaan (American Indian Studies) department mission is to provide for understanding of the historical and contemporary issues surrounding the Anishinaabe people of Minnesota. Issues include, but are not limited to, the history, migration, culture, and traditions of the Anishinaabe of Minnesota and surrounding states. Other issues explored include treaty rights, myths, customs, and philosophy of the Anishinaabe way of life.

AMIN 1020 3 credits (2 lecture, 1 lab)

Foundations of Anishinaabe & American Educational Systems

This course introduces prospective teachers to the profession of education. The major purpose is to help students clarify their thoughts and feelings about becoming a professional educator. An overview of the topics includes tools and techniques of teaching, students and classroom management, pedagogy and the history of the U. S. and Anishinaabe education. An introduction of MN graduation standards, curriculum and incorporating Anishinaabeg curriculum into the classroom will also be covered. This course prepares candidates for the entrance into the Teacher Education Program, including the first stages of the education assessment portfolio, which is referred to as the EdTPA. (Meets MnTC goal area 8).

AMIN 1030 2 credits

Wigwametry

This course provides early childhood education (ECE) candidates with science, technology, engineering, arts, and math (STEAM) methodology and content centered on a project-based learning activity entitled "Wigwametry." Students will learn to modify concepts in constructing scale models and life size structures to early childhood learning activities. Students will explore indigenous science principles of green engineering and create age-appropriate learning experiences for children, based on the mathematics of circles and spheres. Students will develop problem solving situations for children to analyze characteristics of area and volume, matching, attributes, and patterns.

AMIN 1035 2 credits

Anishinaabe Seasonal Science

This course introduces prospective students to early childhood education with a focus on STEAM (Science, Technology, Engineering, Art, and Math). This course will explore seasonal Anishinaabe activities and link them to National Professional Standards and Competencies for Early Childhood Educators and Minnesota Professional Licensure and Standards Board (PELSB). Ideas for integrating seasonal activities and learning competencies in an early childhood classroom setting will be explored, analyzed, and developed. Course material incorporates the CIRCLES curriculum as well as the college Cultural Standards (Gidizhitwaawinaanin).

AMIN/ART 1045 **3 credits (1 Lecture, 2 lab)**
American Indian Art

This course is designed to increase awareness of American Indian culture through the study of the basic elements of creative art. The relationship between elements of design and traditional art from the Anishinaabe culture will be stressed, including sewing, beadwork and leatherwork. (Any combination can be worked in here). (Meets MnTC goal area 6).

AMIN 1050 **3 credits**
Anishinaabeg of Lake Superior

This course is designed to familiarize students with the indigenous people of the Lake Superior region: The Ojibwe-Anishinaabe. Exploring the philosophical and social changes that occurred as a result of contact and colonization, topics range from pre-contact to the activism of the 1960s. Among the topics covered are philosophy, the oral tradition, migration to the Great Lakes region, fur trade, assimilation policies, the federal trust responsibility and sovereignty. Through multiple resources students examine the historical antecedence underlying Indian/White relations as it exists today. The class is comprised of online lecture, discussion, text and online readings, and assigned activities. Out-of-class activities encourage interaction and exploration of the local culture as well as broadening student awareness and increasing contact with tribal members. As an "intro" course the overall mission is to explore the philosophical worldview and rich background of the Ojibwe-Anishinaabe people through both direct and indirect means. The course encourages students to develop critical thinking and critical reading skills, and develop their writing and technology skills. (Meets MnTC goal areas 7 and 9).

AMIN/PE 1052 **1 credit**
American Indian Hand Games

This course provides an introduction to the history, rules, etiquette and skills of American Indian Hand Games. Hand games are a highly competitive game of skill and chance. The course focuses on both traditional styles of American Indian Hand Games played at the American Indian Higher Education Consortium Student Conference (AIHEC) Fathead and Cheyenne style. A traditional form of game among Indigenous people, the course also provides cultural awareness.

AMIN 1060 **3 credits**
Traditional Subsistence Patterns of the Lake Superior Ojibwe

This course will examine and demonstrate the traditional food gathering and preservation techniques that served the Ojibwe people for thousands of years. These systems distinguished the traditional native way of life and allowed the people to exist in harmony with the natural surroundings. Traditional existence methods of the Ojibwe will be studied and demonstrated, based on the Ojibwe moons. Students will gain experience in both traditional and contemporary methods of collection, processing, and preservation.

AMIN 1061 **2 credits**
Traditional Anishinaabe Seasonal Activities

Introduction to process, protocols and skills necessary for traditional Ojibwe (Anishinaabe) seasonal activities. This course will be a hands-on project based and seasonally driven. The projects will all be participatory and the student may be may be required to participate indoor or outdoor depending on the activity. Anishinaabe knowledge is not required but will be learned throughout the process.

The course introduces students to traditional Ojibwe (Anishinaabe) activities such as canoeing, hide tanning, maple sugaring, wild ricing, sewing (skirt, regalia, glove/mittens, quilting), food processing, etc.

AMIN 1062 **2 credits**
Manoominike-Giizis, Moon of the Wild Rice Harvest

The course will introduce the student to an important Ojibwe tradition, the manoomin (wild rice) harvest. (Manoominike-Giizis, Moon of the Wild Rice Harvest has long been an important time for the Ojibwe). A fundamental staple of the people's diet, manoomin maintains an important place in their ceremony and tradition. For the Ojibwe, manoomin is a gift, a gift of creation, of sky, of earth. The course will share this tradition by examining the cultural and historical significance of wild rice to Ojibwe people. Students will learn harvesting techniques and gain hands-on processing experience.

AMIN/SPCH 1065 **4 credits (3 lecture, 1 lab)**
Introduction to Digital Storytelling

Introduction to Digital Storytelling provides students the opportunity to use contemporary digital production tools to present, interpret and honor stories from an Indigenous perspective. The course includes critical viewing of Indigenous produced media; technical training in video, photography and music recording; and story creation.

AMIN/JOUR 1070 **3 credits (2 lecture, 1 lab)**
Introduction to Audio Recording

An introduction to audio production, will include principles of programming, producing, directing voice talent, interviewing and some engineering. This class will have direct exposure to recording equipment and soundboard at Fond du Lac Tribal and Community College Ojibwemowining Digital Arts Studio and exposure to the radio stations of the Fond du Lac Reservation.

AMIN/ART 1075 **3 credits (1 lecture, 2 lab)**
Introduction to Jewelry

An exploration of the design, materials and technical processes of jewelry fabrication. Focus is on use of natural materials and found objects with particular emphasis on Indigenous American Indian reference and cultural traditions. (This course does not address hot metal fabrication techniques such as silver soldering or casting.)

AMIN 1099 **1–3 credits**
Special Topics
 Study of special topics in American Indian studies. Special course topics will be announced in the class schedule.

AMIN 2001 **3 credits**
Federal Laws and the American Indian
 An initial examination of the history of the United States Government's (federal government's) relationship with American Indian people as reflected in federal laws. Issues and topics covered include American Indian tribal law and customs, the unique legal and political status of Indian people, sovereignty, treaties, U.S. Supreme Court case law, and federal statutes. The course will also cover the integration of tribal, state, and federal laws and the impact on tribal communities. Contemporary issues and recent court decisions and how they affect present day situations will also be explored. (Meets MnTC goal area 5).

AMIN 2010 **2 credits**
Survey of Bilingual American Indian Education
 This course is a survey of American Indian Education with emphasis on historical precedents leading to the present day American Indian Education programs.

AMIN 2030 **3 credits**
Contemporary Indian Concerns
 This course is an overview of contemporary and critical issues affecting the American Indian population and the state of affairs in Indian country. Critical issues will be analyzed in specific areas; Indian education, tribal economies, natural resources, culture and language revitalization, religion, health and welfare, and self-governance. (Meets MnTC goal area 5).

AMIN/ART 2035* **3 credits (1 lecture, 2 lab)**
Regalia-Traditional Dress and The Arts of Ojibwe Culture
 This course assists students in their development as designers and makers of traditional Native American regalia. Anishinaabe culture, design, pattern making and handwork skills will be emphasized. Students will create clothing and regalia suitable for indigenous ceremony and rituals of celebration. Advantageous for students to have previous experience. (Prerequisite: AMIN 1050, ART 1045 and ART 1075 and/or consent of the instructor).

AMIN 2040 **5 credits**
Museum Practices
 Museum practices will include basic instruction in a spectrum of museum related skills from curation, conservation, documentation, and display of cultural objects. Exhibit development description, design, fabrication, museum management and fund raising.

AMIN/HLTH 2100 **3 credits**
Community Health/Wellness with Anishinaabe Perspective
 The focus of this course is on the overall health and wellness with an Anishinaabe perspective of the community. Development of teaching strategies appropriate for the holistic health and wellness including physical education activities, healthy nutritional choices, mental health, and spirituality for a balanced sense of self that will be appropriate for elementary school children. Discussion will be about the prevention of: drugs, alcohol, and tobacco use, reduced risk and control of diseases and the health and wellness in the communities.

AMIN/ENGL 2200* **3 credits**
American Indian Children's Literature
 Children's literature is an essential component when we teach literacy. American Indian children's literature will be emphasized in this course to allow students to become familiar with the opportunity to incorporate American Indian literature with the state standards for elementary education. The quality of literature with an emphasis on American Indian literature will provide students with instructional materials for literacy education, and content areas that will stress the oral and written Anishinaabeg ways also. This course is designed to help students acquire knowledge of the different genres of children's literature and develop the ability to evaluate, select and have the opportunity to teach children's literature in an elementary classroom with an emphasis on multicultural literature specific to the Anishinaabeg. (Meets MnTC goal areas 6, 7), and 8); prerequisite: ENGL 1101).

AMIN 2300* **1 credit**
Culturally Responsive Education
 Students in this course will develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in "cultural standards for educators" assessment, will be used as a tool to assist in the process of self-reflection of their own personal perspective of a culturally responsive classrooms. Anishinaabe practices will be introduced throughout the unit. Students will become familiar with the different resources available within the community to enhance the project. (Prerequisite: AMIN 1020).

AMIN 2301* **2 credits**
Culturally Responsive Leadership
 Students in this course will develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in "cultural standards for educators" assessment will determine the student's direction for their own project in a culturally responsive leadership role. Anishinaabe practices will be introduced throughout the unit. Students will become familiar with the different needs in the community and will address this need with a chosen project of their choice that will be useful for classroom purposes. Students will identify and utilize appropriate sources of Ojibwe-Anishinaabe cultural, historical, social, and political knowledge to apply to this classroom project. (Prerequisite: AMIN 2300) (Meets MnTC goal areas 7 and 8).

ANISHINAABE LANGUAGE

The mission of the Anishinaabe Language Department is to introduce students to and expand their knowledge of Anishinaabe language in conversational and written form. Students will learn to converse in Anishinaabe as well as attain an understanding of the complexity and beauty of the Anishinaabe language. Analysis of sentence structure will be introduced and expanded at the introductory and advanced levels leading to the delivery of oral presentation.

ANSH 1001 **4 credits** **Introduction to Anishinaabe Language**

This course will introduce students to the Anishinaabe Language. Conversational writing skills will be learned leading to an oral presentation. Analysis of sentence structure will be utilized in attaining an understanding of the complexity and beauty of the Anishinaabe Language. Students will write and speak simple sentences. (Meets MnTC goal areas 6 and 8).

ANSH 1002* **4 credits** **Anishinaabe Language II**

This course will continue to reinforce the conversational and written skills which began in ANSH 1001. New vocabulary, grammatical concepts and utilization of acquired skills will be emphasized. (Prerequisite: ANSH 1001) (Meets MnTC goal areas 6 and 8).

ANSH 1010 **1 credit** **Examination of Anishinaabe Language**

An overview of the Anishinaabe language at an introductory level.

ANSH 1099 **1–3 credits** **Special Topics**

Study of special topics in Anishinaabe language. Special course topics will be announced in the class schedule.

ANSH 2001* **4 credits** **Anishinaabe Language III**

This course is designed for the advanced students of the Anishinaabe Language who wish to increase their knowledge of complex sentence structure building and analysis skills. The goal of this course is to develop oral and written fluency. (Prerequisite: ANSH 1002) (Meets MnTC goal areas 6 and 8).

ANSH 2002* **4 credits** **Anishinaabe Language IV**

This course will continue to build on the advanced skills presented in ANSH 2001. The focus will be upon analysis of short stories and the delivery of oral presentations in the Anishinaabe Language. (Prerequisite: ANSH 2001) (Meets MnTC goal area 6 and 8).

ANSH 2010* **3 credits** **Anishinaabe Language for the Classroom**

This course is designed to provide pre-service teachers with the requisite knowledge to facilitate an Anishinaabe language-learning environment. Methodology and best practices for teaching an endangered language will be explored. The course will cover general and specialized language for teaching Anishinaabe language in an educational setting. Students will explore ways to incorporate the use of foreign language standards and curriculum content standards into an Anishinaabe language curriculum. Vocabulary and grammar for classroom management, elementary content areas, and traditional Anishinaabe harvest practices will be the language focus of this course. Students will develop and compile lesson plans and curriculum for a final portfolio that can be used in the classroom. (Prerequisite: ANSH 1001).

ANSH 2090* **6 credits** **Ojibwe Immersion Academy**

The Ojibwe Immersion Academy offers a complete immersion experience in the Ojibwe Language for three weeks (120 hours) during the summer, with follow-up practice through the school year. Taught by first speakers and faculty instructors, the immersion academy enrolls qualified students and graduates of Fond du Lac Tribal and Community College, students from other colleges and universities in the Upper Midwest, K-12 Ojibwe Language teachers in public and tribal schools, and other members of Minnesota, North and South Dakota, and Wisconsin tribal communities. Qualified applicants should have studied the language for the equivalent of one year of college, exhibit intermediate facility in hearing and speaking Ojibwe, and possess a fierce resolve to improve their language fluency. Participants in the immersion academy commit themselves to speak Ojibwe and only Ojibwe as they engage in small group discussions with first speakers and elders, receive linguistic instruction from UMD, UM-TC, and Fond du Lac Tribal and Community College professors, and engage in educational field trips aimed at enhancing knowledge and experience of the language and culture. Follow-up instruction and practice is provided at weekly language tables and language immersion weekends. (Prerequisite: ANSH 1001 and 1002 or permission from instructor).

ANTHROPOLOGY

The mission of the Anthropology department is to provide for the study of human nature, society, and culture, focusing on the Indigenous and world perspectives.

ANTH 1001 **3 credits** **Introduction to American Indian Studies**

This course will look at the various Indigenous cultures of North America. North American prehistory and the historic period from contact to the present will be addressed. American Indigenous history, religion, and philosophy will be studied with an emphasis on the Anishinaabe people of Minnesota. (Meets MnTC goal area 5).

ANTH 1005 **1 credit** **Cultural Diversity**

This course is designed to help students understand cultural diversity and the need for cultural competence as it relates to our world today. Designed as a seminar, this course will provide an overview of culture and its many dimensions. It will provide hands-on experience to aid in the understanding of other cultures and offer tools for cultural competence in both our personal and public lives.

ANTH 1010 **4 credits** **Native Skywatchers**

A cross-disciplinary study of the practical and spiritual role of the sky in the Indigenous cultures of the continental Americas. Astronomical and meteorological inspired art, architecture, and mythologies will be examined, with special emphasis on the Great Lakes region. (Meets MnTC goal areas 8 and 10).

ART

Art instruction at Fond du Lac Tribal and Community College serves to provide students with an awareness and understanding of how art functions in contemporary societies. Courses encourage risk-taking, exploration and acquisition of the techniques and processes of art. Emphasis on problem solving enables students to develop skills applicable to a range of venues. Introductory courses are designed for students with little or no experience in the visual arts.

ART 1001 **3 credits** **Introduction to Art**

An investigation of art related topics, techniques and materials that explore the functions and principles of two- and three-dimensional art. This course is best suited for non-art majors fulfilling humanities requirements and/or students with little or no experience in the visual arts. (Meets MnTC goal area 6).

ART 1005 **3 credits** **Art Appreciation**

This course is an introduction to human creativity and the expression of the visual arts from a global perspective. Students will view and discuss works from a wide spectrum of human history and world cultures with an emphasis on expression, style, and artistic meaning. (Meets MnTC goal areas 6 and 8).

ART 1010 **3 credits** **Drawing**

Introduction to the fundamentals of representative, freehand drawing with emphasis on expression, organization and technique. An essential beginning to any study of the visual arts. (Meets MnTC goal area 6).

ART 1015* **3 credits (1 lecture, 2 lab)** **Drawing II**

Offers students an opportunity to continue the study of traditional drawing methods and materials. Personal creative development encouraged through experimental application of a variety of drawing mediums. (Prerequisite: ART 1010).

ART 1020 **3 credits** **Design**

Examines the fundamental principles of two- and three-dimensional art with emphasis on formal elements of design including: form, composition, texture and color. Effective visual communication emphasized through concept development as well as material and technological manipulation. (Meets MnTC goal area 6).

ART 1030 **3 credits (1 lecture, 2 lab)** **Painting**

Provides an introduction to the principle elements of painting and color theory. The instructor will guide students through explorations of acrylic painting mediums, brush technique and composition. (Meets MnTC goal area 6).

ART 1035* **3 credits (1 lecture, 2 lab)** **Painting II**

Designed to encourage students to continue their development as artist/painters. Students work with the instructor to gain proficiency in developing personal style and visual narrative through application of traditional and/or experimental mediums and methods. (Prerequisite: ART 1030).

ART 1040 **3 credits (1 lecture, 2 lab)** **Watercolor Painting**

This course provides an introduction to the principles of color and the art of painting. Basic instruction in the traditional use of water based painting mediums including color mixing, brush work, composition and pictorial development. (Meets MnTC goal area 6).

ART/AMIN 1045 3 credits (1 lecture, 2 lab)
American Indian Art

This course is designed to increase awareness of American Indian culture through the study of the basic elements of creative art. The relationship between elements of design and traditional art from the Anishinaabe culture will be stressed, including sewing, beadwork and leatherwork. (Any combination can be worked in here). (Meets MnTC goal area 6).

ART 1055 **3 credits (1 lecture, 2 lab)**
Fashion, Fabric Design
and Construction I

An introduction to the study and practice of traditional and contemporary fiber arts to include fabric designs, sewing techniques, and basic clothing assembly skills to construct multicultural apparel and accessories. (Meets MnTC goal area 6 and 8).

ART/AMIN 1075 **3 credits (1 lecture, 2 lab)**
Introduction to Jewelry

An exploration of the design, materials and technical processes of jewelry fabrication. Focus is on use of natural materials and found objects with particular emphasis on Indigenous American Indian reference and cultural traditions. (This course does not address hot metal fabrication techniques such as silver soldering or casting.)

ART 1080	3 credits
Art History I	

A survey of ancient, medieval and gothic art emphasizing historical context and motivation for the creation of art forms worldwide. Comparisons and similarities across time, continents and cultural evolution will be examined. This course has been designed to encourage cross cultural understanding and visual literacy. (Meets MnTC goal area 6 and 8).

ART 1081	3 credits
Art History II	

A survey of art from the Renaissance (1500 CE) to the present emphasizing historical context and motivation for the creation of art forms worldwide. Comparisons and similarities across time, continents and cultural evolution will be examined. This course has been designed to encourage cross cultural understanding and visual literacy. (Meets MnTC goal areas 6 and 8).

ART 1095 **3 credits (1 lecture, 2 lab)**
Digital Photography

An introductory course emphasizing digital camera function and simple image editing. Basic concepts of photography such as the use of light and shadows, composition and visual literacy will be explored. Image editing software will be used to edit and enhance pictures. Students must possess basic knowledge of computer function. (Meets MnTC goal area 6).

ART/CSCI 1097 3 credits (1 lecture, 2 lab)
Introduction to Digital Graphics

This course will introduce students to computer technologies that apply specifically to graphic design and the production of digital art works. Use of computer software for design layout and creation of two-dimensional, digital imagery will be emphasized. (Meets MnTC goal area 6)

ART 1099 1–3 credits
Special Topics

Study of special topics in Art. Special course topics will be announced in the class schedule.

ART/MUSC 1250 3 credits (2 lecture, 1 lab)
**Foundations of Anishinaabe
and American Arts**

The Anishinaabe culture and traditions will be the basis of the visual and performing arts for a beginning level of the elementary education coursework. These areas of the visual and performing arts are inclusive of: art, dance, music, theater, and multimedia with the Anishinaabe emphasis. The personal, social, cultural and historical contexts will be influenced in the creation, interpretation or performance of the arts including the contributions of Minnesota American Indian tribes and communities. (Meets MnTC goal areas 6 and 7).

ART 2001* **3 credits (1 lecture, 2 lab)**
Digital Photography II

A course for students who wish to further pursue their interest in Digital Photography. Students will work with the instructor to gain proficiency in using the digital camera and software programs like Photoshop to make images suitable for a variety of uses including personal photo-journaling, internet publication and fine art print photography. (Prerequisite: ART 1095).

ART 2010 **3 credits (1 lecture, 2 lab)**
Sculpture

Provides an introduction to the plastic arts through construction of three dimensional and/or low relief sculptures. Students will be taught to use basic traditional materials and methods such as clay modeling and simple metal fabrication. (Meets MnTC goal area 6).

ART 2015* **3 credits (1 lecture, 2 lab)**
Sculpture II

A course for students who want to continue their study of the principles and processes of sculpture. Students will work with the instructor developing skills in the conceptualization and construction of sculptural art. Project management from original ideas to finished artwork will be emphasized. Advanced students will develop projects exhibiting individual creativity and process mastery. (Prerequisite: ART 1010).

**ART 2020
Ceramics****3 credits**

Provides an introduction to the origins and functions of the ceramic arts. Basic construction and surface decoration of clay forms will be taught with emphasis on traditional hand building technique and design technologies of indigenous peoples worldwide. (Meets MnTC goal area 6).

**ART 2025*
Ceramics II****3 credits (1 lecture, 2 lab)**

Designed for students who wish to continue to work with clay and gain proficiency in its use as an art medium. Students will work with the instructor to plan and create sculptural and/or functional ceramics. (Prerequisite: ART 2020).

**ART 2030*
Portfolio Development****1–3 credits (lab)**

Students enrolled in this course will work one on one with an assigned instructor/mentor preparing and organizing artwork for exhibition and/or portfolio presentation. Hands on preparation of traditional art portfolios and digital art presentations will be emphasized, however, students may choose to complete a body of work for exhibition. This course may be individually tailored to student goals. Enrollment option from one to three credits depending upon portfolio objectives. (Prerequisite: Must be seeking Fond du Lac Tribal and Community College AFA degree).

**ART/AMIN 2035*
Regalia-Traditional Dress and
The Arts of Ojibwe Culture****3 credits (1 lecture, 2 lab)**

This course assists students in their development as designers and makers of traditional Native American regalia. Anishinaabe culture, design, pattern making and handwork skills will be emphasized. Students will create clothing and regalia suitable for indigenous ceremony and rituals of celebration. Advantageous for students to have previous experience. (Prerequisite: AMIN 1050, ART 1045 and ART 1075 and/or consent of the instructor).

**ART/CSCI 2097*
Digital Graphics II****3 credits (1 lecture, 2 lab)**

Students will build upon skills learned in ART 1097 Introduction to Digital Graphics or an equivalent, introductory digital graphics course. Typography, multipage communications and informational design will be studied. Students will design booklets, charts, maps and diagrams demonstrating creative organization skills and artful conceptual presentation. To run concurrently with ART 1097 Introduction to Digital Graphics.

BIOLOGY

The mission of the Biology department is to provide quality instruction in the biological and environmental sciences that can transfer to bachelor degree programs, as well as to teach all students the relevance of biology and the use of the scientific method in everyday activities.

**BIOL 1001
Concepts in Cell Biology****1 credit**

An introduction to the field of cell biology with a focus on the basic unit of life, the cell - its function, chemistry, metabolism, and structure. Must be passed with a grade of "C" or better to qualify as a prerequisite for Anatomy and Physiology I.

**BIOL 1005
Medical Terminology****1 credit**

A self-contained on-line tutorial program designed to enhance basic word attack skills and medical vocabulary for students and workers in the allied health sciences. This course will provide a foundation of basic medical terms, which are created by adding prefixes and suffixes to root words. The course will include terminology used in anatomy and physiology, body systems and appropriate abbreviations for common medical terms.

**BIOL 1010
Aspects of Biology****4 credits (3 lecture, 1 lab)**

This course covers basic biology as it pertains to contemporary issues. Biology coverage includes cell biology, genetics, evolution and ecology. In addition to helping students understand biology, students will learn to more critically evaluate science that is presented in the media. Humans are discussed as a model organism. (Meets MnTC goal area 3).

**BIOL 1011
Introduction to Forensic Biology****4 credits (3 lecture, 1 lab)**

This course provides an introduction to the science of biology with a forensic biology theme. The course covers concepts in human biology, cell biology, and molecular biology and their applications to forensic biology. This course is intended for people contemplating the pursuit of more advanced courses in biology, forensic science, or law enforcement. (Meets MnTC goal area 3).

**BIOL 1060
Environmental Science****4 credits (3 lecture, 1 lab)**

This course will focus on basic concepts in biology, ecology, and the scientific method. In addition, students will develop the ability to discuss the scientific basis of environmental issues and investigate potential solutions. Local ecosystems, organisms, and environmental issues will be used to develop an environmental literacy for students in this course. (Meets MnTC goal areas 3 and 10).

BIOL 1065 **4 credits (3 lecture, 1 lab)**
Ecology of Minnesota

Students will explore the interrelationships of the plants and animals common to the region with an emphasis on developing an appreciation of the natural cycles and organism adaptations to seasonal changes. (Meets MnTC goal areas 3 and 10).

BIOL 1099 **1–3 credits**
Special Topics

Study of special topics in Biology. Special course topics will be announced in the class schedule.

BIOL 1101 **4 credits (3 lecture, 1 lab)**
General Biology I

Fundamental concepts of biology, including chemical basis of life, cell structure and function, energy transformations, photosynthesis, cellular respiration, genetics, molecular biology, DNA technology, development, origin of life, and evolution. (Meets MnTC goal area 3).

BIOL 1102* **4 credits (3 lecture, 1 lab)**
General Biology II

Fundamental concepts of biology including classification and diversity of life, anatomy, physiology, and development of prokaryotes, protists, fungi, animals, and plants; behavior; population, community, and ecosystem ecology. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 or consent of instructor).

BIOL 2005 **3 credits**
Fundamentals of Nutrition

This course is a comprehensive study of the role of carbohydrates, proteins, fats, vitamins, minerals, and water in the human body and their impact on human health. Students will assess their own diet compared to nutritional guidelines for key nutrients and health. Chemical and biological aspects of nutrition will be discussed. (Meets MnTC goal area 3).

BIOL 2010* **4 credits (3 lecture, 1 lab)**
Microbiology

An introduction to the basic characteristics of microorganisms and their beneficial and detrimental effects on their environment, including disease, epidemiology, and pollution. This study includes viruses, bacteria, fungi, algae, and protozoans. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 or BIOL 1001 or consent of instructor).

BIOL 2015* **3 credits**
Pathophysiology

Pathophysiology involves the study of functional or physiologic changes in the body that result from disease processes. This course focuses on essential concepts of disease processes, etiology, clinical manifestations, significant diagnostic tests, common treatment modalities and potential complications. (Meets MnTC goal area 3) (Prerequisite: BIOL 2021 or consent of instructor).

BIOL 2020* **4 credits (3 lecture, 1 lab)**
Human Anatomy and Physiology I

Structural and functional aspects of selected human body systems with a strong emphasis on laboratory dissection and study. Designed for students majoring in nursing and health related sciences as well as physical education and liberal arts. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 or BIOL 1001 or consent of instructor).

BIOL 2021* **4 credits (3 lecture, 1 lab)**
Human Anatomy and Physiology II

Structural and functional aspects of selected human body systems with a strong emphasis on laboratory dissection and study. Designed for students majoring in nursing and health related sciences as well as physical education and liberal arts. (Meets MnTC goal area 3) (Prerequisite: BIOL 2020 or consent of instructor).

BIOL 2025* **4 credits (3 lecture, 1 lab)**
Cellular Biology

Structure and function of prokaryotic and eukaryotic cells, including cell surface, membranes, organelles, cytoskeleton, cell growth, cell physiology, experimental methods used in cell studies including research techniques and hypothesis testing, and communication of research results. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 or consent of instructor).

BIOL 2030* **3 credits (2 lecture, 1 lab)**
Botany

A survey of the plant kingdom; taxonomy, morphology, physiology, ecology, and evolution of plant. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 or consent of instructor).

BIOL 2031* **3 credits (2 lecture, 1 lab)**
Zoology

A survey of the animal kingdom including taxonomy, comparative anatomy, physiology, ecology, and evolution of animals. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 and BIOL 1102 or consent of instructor).

BIOL 2040* **3 credits (2 lecture, 1 lab)**
Native Plant Identification

Students will identify and classify common vascular and non-vascular plants of the Lake Superior Region with regard to floristic taxonomy, habitat requirements, and roles in various ecosystems. This course also emphasizes the ethnobotanical values of these plants for uses as tools, food, medicines, art, and cultural/spiritual significance. Lab includes field trips and laboratory time to collect, identify, and preserve specimens. (Prerequisite: BIOL 1101 or consent of instructor).

BIOL 2050* **4 credits (3 lecture, 1 lab)**
Principles of Ecology

Students are introduced to ecological principles demonstrating the relationship between organisms and their environment with special emphasis on ecosystems, energetics, population dynamics, and Native American philosophy of the natural environment. Labs include surveying environmental factors of local ecosystems and preparing one research paper. (Meets MnTC goal area 3) (Prerequisite: BIOL 1101 or consent of instructor).

BIOL 2060* **3 credits (2 lecture, 1 lab)**
Aquatic Biology

This course is an introduction to the biology, chemistry, and physics of lakes and streams. Students will describe and analyze lakes and other aquatic environments. Field and lab methods will be used to obtain information on environmental conditions in aquatic environments and measure the abundance of organisms, especially plankton, using field/lab instruments, sampling devices, microscopy, water chemistry, data analysis. (Prerequisite: BIOL 1101 or consent of instructor).

BUSINESS

The mission of the Business department is to provide its students with an opportunity to be trained in a broad range of business skills designed to allow the student to adapt to the multi-disciplinary conditions which are experienced in workplace environments within society. Students will be provided with analytical and communications skills within an enriched professional and ethical learning environment that will prepare them to become leaders in the modern world.

BUS 1001 **3 credits**
Introduction to Business

This course is designed to give students an introduction to contemporary business concepts in such areas as business management, human resource future scope of business. Students will receive a broad overview as to what is involved in the various areas of business as well as the ability to experience how these concepts relate to the real world.

BUS 1002 **3 credits**
Introduction to Entrepreneurship

This course is for anyone interested in starting a business, working with an entrepreneurial company, or using entrepreneurial ideas to revitalize a larger company. The course uses different learning media, especially cases, to examine the life cycle of opportunities in new and established business contexts. This involves identifying a winning business opportunity, getting funding for and launching the opportunity, growing the business and harvesting the rewards. The course invites you to consider how your entrepreneurial initiative can make a difference to business and society.

BUS 1003 **3 credits**
Opportunity Analysis

This course is designed to allow students to be able to assess the current economic, social and political climate in relation to small business development. In addition, students will learn how demographic, technological and social changes create opportunities for small business ventures.

BUS 1020 **3 credits**
General Office Procedures

This course is intended to assist students with working effectively in an office setting. Course content emphasizes basic office procedures and includes, but is not limited to, general operations of basic office equipment (computers, copy machines, scanners, fax machines), principles for establishing and maintaining filing systems for paper and electronic documents, methods of managing, storing, and retrieving information, and human relations.

BUS 1035 **3 credits**
Database and Data Spreadsheets

Provides hands-on computer experience to learn the commands, functions, database capabilities, and use of macros (short program) of an electronic software program. These spreadsheets are useful for business, accounting, engineering, science, and personal-record keeping. Introduces the concept of a computerized database management system and how this powerful management tool can be used in various business applications, database concepts, and its practical application to business problems.

BUS 1050 **2 credits**
Business Mathematics

A thorough review of fundamental operations with special emphasis on the practical application of mathematics, decimals, fractions, and percentages.

BUS 1055 **3 credits**
Business Communication

This course encompasses the various elements that produce effective communication in a business setting. Topics include types of written and oral communication applied across a variety of purposes, nonverbals, cross cultural communication, and communication related to seeking employment.

BUS 1064 **1 credit**
Customer Service

This course is to assist in the development of the students' ability to treat customers properly and respectfully. Topics include: telephone courtesy, listening under pressure, assertive problem solving, dealing with the irate customer, winning customers through service, and management of those who have direct contact with customers.

BUS 1080 **3 credits**
Personal Finance

An overview of personal and family financial planning with an emphasis on financial record keeping, planning your spending, tax planning, consumer credit, making buying decisions, purchasing decisions, purchasing insurance, selecting investments, and retirement and estate planning.

BUS 1099 **1–3 credits**
Special Topics

Study of special topics in Business. Special course topics will be announced in the class schedule.

BUS 2001 **3 credits**
Business Computers

This course will introduce students to the role of computers in business. Students will explore various hardware platforms and devices currently used by all types of companies. The course will include Windows operating system and Apple. Students will gain experience using Microsoft Office and other products to create various documents, spreadsheets, databases, and presentations. Students will also explore the foundations of the Internet and its use for researching relevant information.

BUS 2020 **3 credits**
Principles of Management

A broad-based course in management fundamentals as they apply to management as a career. Includes the study of current philosophies and approaches as they apply to the successful practice of this profession. This course includes a study of current management principles and motivational/leadership skills that may be utilized in the business world.

BUS 2030 **3 credits**
Personnel Administration & Supervision

A study of the policies and practices used in the effective utilization of human resources-including such management functions as selecting staff, training, communication, motivation, and compensation.

BUS 2035 **3 credits**
Principle of Financial Management

This course is designed to provide exposure to the broad range of topics and techniques found in financial management. The major areas covered include: the financial environment, financial statements, analysis and planning, working capital management, stocks and bonds, capital budgeting, and capital structure.

BUS 2036 **3 credits**
Money and Banking

An exploration of the role of financial institutions and markets with discussions regarding the Federal Reserve system and its control of the commercial banking system, monetary theory and policy, and international economics as well as the development of banking in Indian Country.

BUS 2037 **2 credits**
Topics in Tribal Finance

The course will examine the basic financial management of tribal organizations. An extensive examination of historical documents; treaties, acts of congress, etc. will be presented to ensure the students understanding of the unique relationship that exists between the Indian tribes and federal government. Topics of discussion will also include a comparison of tribal and non-tribal organizations.

BUS 2038 **3 credits**
Financial Statement Analysis

This course covers the basic principles used in analyzing corporate financial statements and budgets as performed by a financial investment analyst. Upon completion the student will be proficient in reading and analyzing financial statements. Topics include analysis of income statements, balance sheets, funds flow, risk, cash flow projections, capital accounts and financial ratios. (Prerequisite: ACCT 2001 or consent of instructor).

BUS 2040 **3 credits**
The Legal Environment of Business

This course focuses on the consideration of the forms and functions of law in society with an emphasis on public law and the regulation of business activities.

BUS 2060 **3 credits**
Introduction to Business Plan Development

The purpose of this course is to familiarize students with how small businesses are created, operate, and function in the American economy. Students will demonstrate knowledge by developing a formal business plan suitable for a small business start-up.

BUS 2090 **1–4 credits**
Practicum

This course consists of on-the-job-training in a business establishment. This is an opportunity for the student to learn the functional organization of a business, to apply classroom theory to hands-on learning experiences and to participate in the total merchandizing process. (Prerequisite: consent of instructor).

CAREER PLANNING

The mission of the Career Planning department is to encourage an ongoing process of self-evaluation that leads to accurate self-awareness which promotes rational job and career decisions.

CAOR 1005 1 credit Career Exploration

Effective career decision-making and life planning requires skills. In this course, students will learn about their interests, values, and abilities, and how these elements are related to a career choice. Techniques for researching occupations will be taught as well as skills for effective decision making and goal setting.

CAOR 1010 1 credit Job Search Skills

This course will provide student with simple, proven methods for finding employment. Topics include: understanding employer expectations, identifying skills and qualifications, preparing effective written tools (applications, resumes, letters), developing job leads, improving interviewing skills, and surviving on a new job.

CAOR 1099 1–3 credits Special Topics

Study of special topics in Career Planning. Special course topics will be announced in the class schedule.

CHEMICAL DEPENDENCY

The mission of the Chemical Dependency department is to prepare students for entry-level positions in the field of chemical dependency intervention and counseling. The department will assist students to obtain current knowledge of drug use and abuse, the major theories of addiction, dependency, and treatment; to develop the assessment and counseling skills appropriate to the field; and to grow in personal, ethical, and cultural awareness and effectiveness.

CDEP 1001 3 credits Peer Recovery Specialist

The course is designed to meet the State of MN Certificate requirements for the Peer Recovery Specialist. The course focuses on ethics and boundaries, advocacy, mentoring and education, and recovery and wellness support.

CDEP 1099 1–3 credits Special Topics

Study of special topics in Chemical Dependency. Special course topics will be announced in the class schedule.

CDEP 2001 4 credits Chemical Dependency Theories

A study of addiction systems, processes, and treatment modalities; to include historical perspective and the development of current theories and models from initial recognition and intervention to assessment and treatment. The course will explore various views and theories including social learning. 12-Step approaches, psychoanalytical and behavioral theories, medical models, dual diagnosis, and the mental health concerns. DSM criteria, dimensions models for treatment and several of the current counseling approaches including REBT, Person Centered, Motivational, and Behavioral will be included.

CDEP 2010* 3 credits Adolescent Chemical Dependency Assessment & Treatment

The course is designed to provide an overview of current identification, assessment, treatment and research methods most widely used in the intervention and recovery process for adolescents with substance abuse disorders. The course will discuss the continuum of care from the initial identification through aftercare. It is intended to give the student information regarding the formal and legal responsibilities concerning the assessment and treatment process as well as awareness of and insight into the current instruments and methods used to assist the adolescent in their recovery. (Prerequisites: PSYC 1030 and CDEP 2001).

CDEP 2020* 4 credits Chemical Dependency Assessment and Procedures

The course is designed to provide an overview of current assessment, treatment and research methods most widely used in the intervention and recovery process for chemical dependency. The course will discuss the continuum of care from the initial assessment through relapse prevention. It is intended to give the student information regarding the formal and legal responsibilities concerning the assessment and treatment process and awareness of and insight into the current methods and techniques used to assist the client in their recovery. Emphasis will be placed on procedures and techniques. (Prerequisite: HSER 1010 and CDEP 2001).

CDEP 2030* 4 credits Co-Occurring Disorders

The course will explore the relationship between psychiatric disorders and AOD (Alcohol and Other Drug) disorders. The co-existence of AOD and other psychiatric disorders will be discussed focusing on several possible relationships between AOD use and psychiatric symptoms and disorders, i.e. AOD may induce, worsen, or diminish psychiatric symptoms, complicating the diagnostic process. The implications of these coexisting relationships on screening, assessment and treatment planning and modalities will be discussed. (Prerequisite: CDEP 2001 and PSYC 1030).

CDEP 2040* 3 credit **Life Management – Second Stage Recovery**

The goal of the Life Management course is to help empower persons to improve the quality of their lives. It is a skills based, measurable program designed to create a new, healthy self image and world view based on cognitive and behavioral change. Change is practiced through a five-track course: 1. Focus on Anatomy of Issues, 2. Models and Principles, 3. Cognition Charting, 4. Coping Skills, 5. Recovery/ new self-perception

CDEP 2045* 1 credit **Clinical Supervision**

The course is designed to meet BBHT requirements for clinical supervision for chemical dependency counselors. It focuses on models of clinical supervision, building technical competence, methods of evaluation and understanding the ethical and legal perspectives and standards. (Prerequisite: CDEP 2001).

CDEP 2050* 5 credits **Chemical Dependency Practicum I**

The course is an off-campus experiential learning component of the Chemical Dependency Counselor State License (LADC) program. CDEP 2050 I is one half of 440 hours of the required 880 hours for the LADC. CDEP I must be taken in sequence with CDEP 2051 II in order to meet the LADC requirements. Attendance at assigned seminars are a required component of CDEP 2050 I. The emphasis of this practicum is on gaining practical experience in using the methods and knowledge gained in the classroom. Students will complete the contracted hours of supervised experience at the practicum site. Students will choose, with instructor approval, a practicum site which meets MN Statute 148C requirements and will complete the required hours in the 12 Core Functions and total hours of practicum experience as defined by MN Statute. Students will complete all requirements of the chemical dependency practicum written contract. (Prerequisite: Completion of the 28 credit Chemical Dependency Certificate or permission of the Human Services/Chemical Dependency Program Coordinator).

CDEP 2051* 5 credits **Chemical Dependency Practicum II**

The course is an off-campus experiential learning component of the Chemical Dependency Counselor State License (LADC) program. CDEP 2051 II is one half of 440 hours of the required 880 hours for the LADC. CDEP 2051 II must be taken in sequence with CDEP 2050 I in order to meet the LADC requirements. Attendance at assigned seminars are a required component of CDEP 2051 II. The emphasis of this practicum is on gaining practical experience in using the methods and knowledge gained in the classroom. Students will complete the contracted hours of supervised experience at the practicum site. Students will choose, with instructor approval, a practicum site which meets MN Statute 148C requirements

and will complete the required hours in the 12 Core Functions and total hours of practicum experience as defined by MN Statute. Students will complete all requirements of the chemical dependency practicum written contract. (Prerequisite: Completion of the 28 credit Chemical Dependency Certificate or permission of the Human Services/Chemical Dependency Program Coordinator).

CHEMISTRY

The mission of the Chemistry department is to provide quality instruction dealing with chemistry topics to all students, provide a strong chemical background for all students, and to teach all students the relevance of chemistry in everyday activities.

CHEM 1001* 4 credits (3 lecture, 1 lab) **Aspects of Inorganic Chemistry**

This is an introductory course in inorganic chemistry, intended for nursing majors, or those preparing for CHEM 1010. The primary components of this course are atomic structure, periodicity of the elements, chemical bonding, matter and energy, and a brief introduction to organic chemistry. (Meets MnTC goal area 3) (Prerequisite: MATH 0020).

CHEM 1002* 4 credits (3 lecture, 1 lab) **Organic Chemistry**

This is an introductory course in organic chemistry, intended for nursing majors. The primary components of this course are an introduction to the carbon atom and how it interacts with other atoms. (Meets MnTC goal area 3) (Prerequisite: CHEM 1001).

CHEM 1010 5 credits (4 lecture, 1 lab) **General Chemistry I**

This is an in depth study of the principles of inorganic chemistry with emphasis on atomic structure, molecular structure, periodic properties, chemical nomenclature, stoichiometry, chemical bonding, the mole concept, and chemical reactions. (A working knowledge of basic algebra is recommended) (Meets MnTC goal area 3).

CHEM 1011* 5 credits (4 lecture, 1 lab) **General Chemistry II**

This is an in depth study of the principles of inorganic chemistry with emphasis on modern atomic theory, chemical bonding, molecular geometry, gas laws, solution chemistry, acids and bases, chemical equilibrium, electrochemistry, nuclear chemistry, and an introduction into organic chemistry. (A working knowledge of basic algebra is recommended) (Meets MnTC goal area 3).

CHEM 1099 **1–3 credits**
Special Topics
 Study of special topics in Chemistry. Special course topics will be announced in the class schedule.

CHEM 2010* **5 credits (4 lecture, 1 lab)**
Organic Chemistry I
 Chemistry of aliphatic and aromatic hydrocarbons with emphasis on reaction mechanisms and the characteristics of numerous functional groups. Laboratory work consists of standard preparation and purification procedures, organic qualitative analysis, and individual synthesis projects. (Prerequisite: CHEM 1011).

CHEM 2011* **5 credits (4 lecture, 1 lab)**
Organic Chemistry II
 Chemistry of aliphatic and aromatic hydrocarbons with emphasis on reaction mechanisms and the characteristics of numerous functional groups. Laboratory work consists of standard preparation and purification procedures, organic qualitative analysis, and individual synthesis projects. (Prerequisite: CHEM 1011).

CHEM 2060* **4 credits (3 lecture, 1 lab)**
Environmental Chemistry
 This course will introduce students to key concepts and skills necessary for the study of environmental chemistry. Chemistry of natural systems, both terrestrial and aquatic, will be explored. Understanding these processes is fundamental to protection of our ecosystems and supporting the concept of sustainable development. (Prerequisite: CHEM 1001 and CHEM 1010).

COMPUTER SCIENCE

The mission of the Computer Science department is to provide preparation in contemporary computing practices and for transfer to high-quality, four-year degree programs in computer science and engineering.

CSCI 1002 **1 credit**
Computing Essentials
 This course is focused on the practical essentials of computer technology, information resources, computing software, and computing for students at Fond du Lac Tribal and Community College. This will include online learning tutorials and assessments in the following areas: using student email accounts including sending/receiving, sending attachments, forwarding and organizing email folders, google docs and calendar; developing basic word processing skills including Word & PowerPoint; saving/retrieving/organizing files on a computer, using USB devices; Internet browsing and search techniques; determining credible sources/scholarly research; netiquette; and information protection and privacy. Other topics will include: Developing typing skills and troubleshooting basic computer problems.

CSCI 1010 **3 credits**
Write Your Own Mobile Web Apps
 This is a hands-on introduction to building web sites, games, and "web apps" aimed at mobile devices. HTML5, CSS3, and Javascript are sufficient technologies and promise to deliver broad access and new capabilities on any web-capable device. This course also serves as a survey of web technology and programming.

CSCI 1020* **3 credits**
Introduction to Programming
 An introduction to programming using a high-level language such as C/C++, Java, or Python. Programming techniques such as modularization, step-wise refinement, development of algorithms, documentation, and program testing will be covered in a survey fashion as suitable for an introductory course with minimal pre-requisites. This course features a hands-on approach solving common practical programming problems.

CSCI 1021* **1 credit**
Introduction to Engineering: Robotics
 Build and program a robot from a kit. The programming language is C. The robot will demonstrate specific tasks as assigned. (Prerequisite: College Algebra or consent of Instructor).

CSCI 1025 **1 credit**
Introduction to Engineering: Aerial Platforms
 Learn to design and build a high-powered rocket and high-altitude balloon payload in this hands-on course. Includes discussion of aerospace concepts, sensors and programming, and the ethics of flight. Requires travel to rocket launch event.

CSCI/LAW 1072* **3 credits**
Introduction to Cyber Crime
 Introduction to Cyber Crime is a basic introduction to concepts and investigative techniques used in cybercrimes investigations, as well as traditional investigations when digital evidence is present. Emphasis will be made on social networking, chat rooms, instant messaging, email, and peer to peer investigations. (Prerequisite: LAWE 2010 or Advisor Consent).

CSCI/ART 1097 **3 credits (1 lecture, 2 lab)**
Introduction to Digital Graphics
 This course will introduce students to computer technologies that apply specifically to graphic design and the production of digital art works. Use of computer software for design layout and creation of two-dimensional, digital imagery will be emphasized. (Meets MnTC goal area 6)

CSCI 1099 **1–3 credits**
Special Topics

**CSCI/GEOG 2051* 4 credits (1 lecture, 3 lab)
Web Mapping**

This course covers the creation of both static and interactive online maps. Course topics include the basics of internet architecture, web data formats, web services, web cartography, UI/UX (user interface/user interaction) design, and publishing on the web using HTML, CSS, and JavaScript. Students will create shareable web maps on real-world topics using both graphical mapping platforms and JavaScript code-based APIs. No prior coding experience is necessary. (Prerequisite: GEOG 2001, GEOG 2005 or instructor consent).

CSCI/ART 2097* 3 credits (1 lecture, 2 lab)

Students will build upon skills learned in ART 1097, Introduction to Digital Graphics or an equivalent, introductory digital graphics course. Typography, multipage communications and informational design will be studied. Students will design booklets, charts, maps and diagrams demonstrating creative organization skills and artful conceptual presentation. To run concurrently with ART/CSCI 1097 Introduction to Digital Graphics.

CORRECTIONS

The mission of the Corrections department is to provide students an opportunity to gain in-depth knowledge, skills, and abilities in the field of Corrections. Upon completion of the curricula, students are prepared to seek employment opportunities or transfer to a four-year institution.

**CORR 1500 4 credits
New Perspectives in Corrections**

This course provides a trauma-informed perspective of delinquent thinking and behavior, a strength-based model for mitigating the negative impact of trauma, and an introduction to restorative justice as an alternative to the traditional focus on retribution. The use of restorative principles will be examined from the prospective of victim, offender, and community. Students will examine the literature to compare and contrast a trauma-informed, strength-based and relationally-oriented approach to the practices of the current criminal justice system.

**CORR 2001 3 credits
Legal Issues in Corrections**

This course will research and address the legal rights of staff and incarcerated individuals confined in public and private facilities. constitutional issues such as privacy, search and seizure, correspondence, medical treatment and religious practice will be studied. Agency procedures and existing laws will be used to analyze these issues.

**CORR 2005 3 credits
American Jails and Prison Systems**

This course will explore the role of the correctional system in society. Students will examine the history and evolution of corrections; the different ideologies and goals of incarceration (punishment; retribution; deterrence; incapacitation; reform and prevention) and the role of society in determining how those goals are manifested. Students will look into the various components of the correctional system; jails, diversion programs, probation, and examine the functions of each.

**CORR 2010 4 credits
Clinical Skills for Corrections**

The nature of this course is to impart to the student the basic physical procedures encountered by correctional personnel. Paramount in the course are basic jail safety/security principles and practices; intake and release of prisoners; contraband control; patrol and escort procedures; medication disbursement; the use of force continuum; and jail communications.

**CORR 2025 3 credits
Best Practices in Corrections**

Correctional agencies in Minnesota have invested time and energy into aligning with evidence-based correctional practices. These interventions are based on research that supports the core goals of corrections: a reduction in recidivism and improved public safety. Evidence-based practices in corrections is a significant trend in the helping professions that emphasizes the importance in outcomes and reduced recidivism that ultimately have a long-term positive impact on public safety. This course will explore the guiding principles that focus on the risk/need/responsivity factors of offender rehabilitation.

**CORR 2090* 2 credits
Corrections internship**

The purpose of the internship is to introduce students to the correctional environment. Students will be expected to analyze the correctional setting from their different perspectives outlined. Students will be required to keep a journal of their experiences. Minimum internship is 100 hours or two credits in one correctional facility/ Court and Field Services/ or Residential Treatment Program. Since the different types of agencies have wide differences in correctional characteristics, students will register for two, 2-credit internship opportunities. These opportunities will expose them to the wide-range of employment in the corrections field. The internship(s) will be a skills-based model, and the student will complete in in year one of their program, as well as one in year two. (Prerequisite: CORR 2025).

EARLY CHILDHOOD DEVELOPMENT

The mission of the Early Childhood Development department is to provide students with opportunities for learning experiences that encompass all aspects of child development and to facilitate and encourage personal application of developmentally appropriate practice in the care of education of children from birth through school age.

CDEV 1200* **3 credits (2 lecture, 1 lab)** **Introduction to Early Childhood Education**

This course provides an overview of the early childhood field, including philosophies, missions, and regulations. Students will examine the roles, responsibilities and job requirements of professionals in a variety of career settings, positive communication and relationships with families.

CDEV 1202* **1 credit** **Curriculum and Assessment**

This course provides an overview of selecting and using curriculum and assessment in early childhood settings. (Prerequisite: Completed Selecting and Using Curriculum and Assessment in EC Settings offered via Child Care Resource and Referral Network or Minnesota Department of Education and instructor permission).

CDEV 1210* **3 credits (2 lecture, 1 lab)** **Child Growth and Development**

This course focuses on human development. It provides an overview of development from conception through adulthood, examining the patterns and theories of human development. Content will include physical, intellectual and social-emotional development with emphasis given to the periods of early childhood through late childhood. Knowledge of developmental stages will be integrated with developmentally appropriate practices in education and care settings. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting. (Prerequisite: Check with advisor for current prerequisites).

CDEV 1222 **3 credits** **Health, Safety and Nutrition**

This course is an introduction to the regulations, standards, policies, and procedures, prevention techniques, and early childhood curriculum related to health, safety, and nutrition. Students will identify components that ensure physical health, mental health, and safety for both children and staff, as well as the importance of collaboration with families and health professionals. A focus will be on integrating the concepts into everyday planning and program development.

CDEV 1230* **3 credits (2 lecture, 1 lab)** **Positive Child Guidance**

This course provides students with an overview of major theories, principles, and techniques of positive discipline. We will also examine the adult's role and reflect on how our own unique experience with punishment, anger and control affect our discipline style. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting. (Prerequisite: Check with advisor for current prerequisites).

CDEV 1240* **3 credits (2 lecture, 1 lab)** **Working with Diverse Families and Children**

This course is designed to provide an overview of Culturally Sensitive Caregiving by assisting students to identify the influence of culture on childcare practices. Identifying and negotiating conflicts based on cultural values can help caregivers form partnerships with families that lead to more culturally consistent care for children and help strengthen the child's feelings of security and developing identity. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting. (Prerequisite: Check with advisor for current prerequisites).

CDEV 1252* **3 credits (2 lecture, 1 lab)** **Observation and Assessment**

This course provides an overview of observation methods used in home or center-based settings. Students will integrate knowledge of developmental needs, developmentally appropriate environments, effective caregiving, teaching strategies and observation methods. (Prerequisite: Check with advisor for current prerequisites).

CDEV 1340* **4 credits** **Learning Environment and Curriculum**

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine the role of the teacher in providing learning experiences to meet each child's needs, capabilities, and interests, and ways to implement the principles of developmentally appropriate practices. An overview of content areas including (but not limited to): physical/motor experiences, language and literacy, social and emotional learning, sensory learning, art and creativity, math and science will be covered. (Prerequisite: CDEV 1210, CDEV 1222 and CDEV 1230).

CDEV 1350* **3 credits (2 lecture, 1 lab)** **Literature and Language Experiences**

This course provides an overview of language and literacy learning experiences in either home or center-based settings. Students integrate knowledge of child development, learning environments, and teaching methods to promote literacy, conversation, literature, and bilingualism. (Prerequisite: Check with advisor for current prerequisites).

CDEV 2510* **3 credits lab**
Practicum I

Students demonstrate early childhood teaching competencies under guided supervision to make connections between theory and practice and developing professional behaviors. Students apply comprehensive understanding of children and families, developmentally appropriate, child-centered, play-oriented approaches to teaching and learning, and knowledge of curriculum content areas. They design, implement, and evaluate experiences that promote positive development and learning for all young children. (Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, and CDEV 1340).

CDEV 2530* **3 credits**
Challenging Behaviors

This course will help students understand children's behavior and challenges and identify intervention strategies to prevent and resolve problem behavior, use behavior modification effectively and design behavior plans. (Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, or instructor permission).

CDEV 2610* **2 credits**
Organizational Leadership and Management

The student will discuss personal and professional reasons for becoming a teacher, ways to advocate in this profession and will develop a plan for continuous education and professional development. Students will improve skills in working with others demonstrating strategies for team building, coping with stress, problem-solving, utilizing professional ethics and procedures for evaluating staff. (Prerequisite: CDEV 1200, CDEV 1210, CDEV 1222, CDEV 1230, CDEV 1340, CDEV 1252, CDEV 2640).

CDEV 2620* **3 credits (2 lecture, 1 lab)**
Children with Differing Abilities

This course examines the development of children with special needs and prepares caregivers to integrate children with special needs into child development settings. (Prerequisite: Check with advisor for current prerequisites).

CDEV 2640* **3 credits**
Curriculum Planning

This course provides an advanced level exploration of curriculum planning and management skills. Students will integrate their knowledge of developmental needs, developmentally appropriate environments, practices, curricula and teaching methods to organize, implement, and evaluate quality, comprehensive curricula. Curricula models from both within and outside the United States will be explored. (Prerequisite: CDEV 1210, CDEV 1222, CDEV 1230, CDEV 1340 and Instructor permission).

CDEV 2810* **3 credits lab**
Practicum II

This course provides an opportunity to apply knowledge and skill in an early childhood setting. Students implement a variety of learning experiences that are developmentally appropriate for and culturally sensitive to a specific age and group of children. (Prerequisite: CDEV 2510, CDEV 1252, CDEV 2640 and Instructor permission).

ECONOMICS

The mission of the Economics department is to provide students with an opportunity to be trained in economic skills adaptable to the needs of business in our society. Students will be provided with the basic economic knowledge, analytical, and communication skills necessary in the business world.

ECON 1099 **1–3 credits**
Special Topics

Study of special topics in Economics. Special course topics will be announced in the class schedule.

ECON 2010 **3 credits**
Principles of Economics-Microeconomics

This course focuses on the individual parts of our economic system including supply and demand, types of economic systems, production and costs, and analysis of other microeconomic problems. (Meets MnTC goal area 5).

ECON 2020 **3 credits**
Principles of Economics-Macroeconomics

This course focuses on the economy as a whole including supply and demand, national income analysis, inflation, unemployment, fiscal policy and analysis of other macroeconomic problems. (Meets MnTC goal areas 5 and 8).

EDUCATION

Courses under the EDU designator apply to the Anishinaabe and American Elementary Education program and the Early Childhood Development program.

EDU 1300 **3 credits**
Special Education Foundations

This course is designed to introduce liaisons to history perspectives, terminology, practices, concepts and legalities involved in being a cultural liaison during the special education process. Overviews on special education processes, assessment, criteria and barriers will be discussed.

ELECTRIC UTILITY TECHNOLOGY

The mission of the Electrical Utility Technology department is to prepare students for apprenticeship openings as electrical technicians in the electric utilities and in other large power-use facilities and service providers.

EUT 1020 **3 credits (2 lecture, 1 lab)** **Basic Electricity**

This is the first half of a two-semester course. In this course students will be introduced to Direct Current (DC) and Alternating (AC) electric circuits and devices from the perspective used in the electric industry. The topics of DC electric circuits, motors, generators, AC current generation and circuit systems and other topics will be introduced through hands-on learning activities.

EUT 1021* **3 credits (2 lecture, 1 lab)** **AC Electricity for Electric Utility Technicians**

This is the second half of a two-semester course. In this course students will be introduced to Alternating Current (AC) electric circuits and devices from the perspective used in the electric power industry. The topics of AC electric circuits, motors, generators, and other topics will be introduced through hands-on learning activities. (Prerequisite: EUT 1020).

EUT/GEOG 1025 **3 credits** **Alternative and Renewable Energy Systems**

Students will become acquainted with the background issues, scientific and geographic concepts, and technologies of alternative and renewable energy systems. This course also explores the potential of solar, biomass, photovoltaics, wind, and other energy sources.

EUT 1030 **4 credits (3 lecture, 1 lab)** **Transmission and Distribution and Metering of Power**

In this course, the student will be introduced to transmission, distribution, and metering systems used in the electric power industry. The electrical equipment, the theory of operations, system behavior, and other topics will be introduced through hands-on learning activities so that the student will acquire knowledge and skills to be able to enter into industry apprenticeship programs. (Prerequisite: EUT 1020 and EUT 1021. Co-requisite: MATH 1010).

EUT 1035 **3 credits (2 lecture, 1 lab)** **Photovoltaic Energy Systems**

Photovoltaic (PV) systems for the generation of electricity, for home use and for business, will be covered in theory and practice with emphasis on covering practical implementation measures. Experts in PV will provide, as a component of this course, current information on this developing renewable

energy technology.

EUT 1040* **4 credits (3 lecture, 1 lab)** **Power Electronics and Communications Equipment**

In this course, the student will be introduced to power electronics and communications equipment from the perspective used in the electric power industry. The course is intended to prepare the student for technical work in typical apprenticeship programs for electric utility technicians, and to dovetail into those apprenticeship programs. In this course, power electronics and communications equipment and other topics will be introduced through hands-on learning activities. (Prerequisite: EUT 1020 or approval of instructor).

EUT 1045 **3 credits (2 lecture, 1 lab)** **Wind Energy Systems**

Wind energy systems for the generation of electricity, for home use and for business, will be covered in theory and practice with emphasis on covering practical implementation measures. Course work will cover the site and the turbine fundamentals with the student preparing a system design proposal using actual data from current wind systems available. The class includes online and classroom learning opportunities with material from experts in the small wind field.

EUT 1050* **3 credits (2 lecture, 1 lab)** **Protective Relaying**

In this course, students will be introduced to the technologies of protective relaying. Electric Utilities use protective relays to monitor and disconnect electric transmission and distribution lines for fault conditions. Relay components, relay types, and relay maintenance techniques will be taught by an experienced electric utility relay professional. Students will learn through hands-on use of electronic equipment. Fault simulation equipment will be employed, and students will become acquainted with the activities encountered by relay technicians. (Prerequisite: EUT 1020, EUT 1021 or concurrent registration in EUT 1040).

EUT 1055 **3 credits (2 lecture, 1 lab)** **Home Energy Systems and Auditing**

The science of home energy systems and energy auditing methods will be covered in theory and practice with an emphasis on covering practical methods to increase home energy efficiency. Experts in home energy systems and auditing will provide, as a component of this course, information on current best practices.

EUT 1056* **3 credits (2 lecture, 1 lab)** **Residential Building Construction Techniques**

This course will cover basic home construction methods and techniques, as they relate to a buildings energy performance. This course will provide the basic knowledge required in understanding building methods that apply to the Home energy Audit field as well as better housing for healthier living

environments. (Co-requisite: MATH 0020 or consent of instructor).

EUT 1100* 3 credits (2 lecture, 1 lab)
Programmable Logic Controllers

In this course, the student will learn the basics of programmable logic controllers. They will learn the fundamentals of how PLCs operate and how to program them to perform simple control functions. The student will learn Ladder Logic programming using the Allen Bradley Control Logics software or equivalent, and interface input and output devices. (Prerequisite: EUT 1020 or Electrical experience and instructor approval).

EUT 1110 3 credits (1 lecture, 2 lab)
Fluid Power Systems

This course covers the general fundamentals of machine control utilizing pneumatics and electro pneumatics components. Concentrates on pneumatic systems, control devices and actuators related to machine control and interfacing of air and electrical circuits.

EUT 2010* 3 credits (2 lecture, 1 lab)
Advanced Home Energy Auditing

This course expands on the basic principles of the EUT 1055: Home Energy Systems and Auditing course. This course will look at returns on investments (ROI), the different types of remediation work, and the advanced heat loss calculators for Home Energy Rating Systems (H.E.R.S.) and Energy Star Ratings. The lab work will provide advanced building science testing, furnace testing, and zone pressure testing utilizing a building lab. (Prerequisite: EUT 1055).

EUT 2110* 3 credits (2 lecture, 1 lab)
Sensors and Controls

This course will provide students with the principles of measurement and control systems. The student will gain an understanding of different sensor technologies used to measure and detect physical properties used in a variety of electro mechanical, electro hydraulic and electro pneumatic systems. The student, through lab work, will also learn how to use and troubleshoot sensors used in open and closed loop control systems.

ENGLISH

The mission of the English department is to provide opportunities to explore, understand, appreciate, and effectively use the English language through reading, writing, and research.

ENGL 0094 2 credits
College Prep English II

College Prep Writing is designed to support students who need help with college-level writing. The course focuses on the fundamental elements of academic and professional writing. It provides qualified students with an opportunity to improve writing skills while acclimating to the challenges of college-level coursework.

ENGL 1099
Special Topics

ENGL 1101* 3 credits
College Composition

College Composition is a first semester freshman composition course which focuses on college-level writing. This course immediately addresses an essential academic skill, the ability to communicate ideas in written form. This course will provide you with academic skills and intellectual habits you will need throughout your academic career. (Meets MnTC goal area 1).

ENGL 1102* 3 credits
Advanced College Composition

Advanced Composition is a second semester freshman composition course that focuses on writing effective arguments and academic papers. Emphasis will be placed on the in-depth research paper, with attention paid to both MLA and APA styles. (Prerequisite: Passing Grade in ENGL 1101 College Composition) (Meets MnTC goal area 1).

ENGL 1110* 3 credits
Introduction to Literature

In this introductory survey course, students will read, discuss and write critically about a variety of literary texts: essays, memoir, poetry, short stories, novels and/or plays. Students will study a broad range of historical periods and location, including British, American and perhaps even global literature. (Prerequisite: ENGL 1101) (Meets MnTC goal area 6).

ENGL 1120* **3 credits**
Writing for Professionals

This course teaches the fundamentals of writing and communicating professionally, especially in our digital age. Students will learn how to write clear, concise, and persuasive workplace documents with special attention paid to the audience, tone, style, and purpose of any given message. Students will practice drafting, writing, and editing a variety of assignments, including emails, letters, blogs, newsletters, webpages, résumés, formal business letters, proposals, short reports, and presentations. This course fulfills the second semester English requirement. (Meets MnTC goal area 6) (Prerequisite: Student must have completed ENGL 1101).

ENGL 1130* **3 credits**
Creative Writing

Creative Writing focuses on learning and practicing techniques to help the beginning and intermediate writer create poetry, fiction, memoirs, sketches, and essays. The writer will develop a selected number of pieces to polish and "publish" as final projects. Attention is given to the development of critical judgment and individual interest. (Meets MnTC goal area 6) (Prerequisite: Must have completed ENGL 1101 or equivalent).

ENGL 2005 **3 credits**
American Indian Literature

In this class, you will sample foundational works from the American Indian Literary Renaissance and explore contemporary Native writers as they revise and redefine modes of literary expression. Readings will include novels, short stories, poetry, graphic novels, non-fiction, and other genre-defying works that address Native life, identity, and sovereignty. Special emphasis will be placed on Anishinaabeg writers and theorists. (Meets MnTC goal areas 6 and 7).

ENGL 2010* **3 credits**
Reading & Writing the Short Story

Reading and Writing the Short Story is the study of the short story as a specific artistic genre with attention given to fictional elements that enable each story to achieve its purpose. In addition, each story is read as a unique literary statement that affords a special vision of human experience. Students will explore this genre not only as readers but also as writers, having the opportunity to compose their own creative work during the semester. (Meets MnTC goal area 6 and 7) (Prerequisite: ENGL 1101).

ENGL 2015* **3 credits**
The Modern Novel

Designed to teach critical reading skills and the process of literary analysis, particular attention is paid to theme, artistic style, and literary techniques. Students should gain an understanding of and an appreciation for good literature. Several selected novels will be read and analyzed. (Meets MnTC goal area 6) (Prerequisite: ENGL 1101, Completion of ENGL 1110 recommended).

ENGL 2020* **3 credits**
Poetry

The study of selected poetry read to understand, appreciate, and enjoy this literary art form. Attention is given to major techniques and mechanics poets use. (Meets MnTC goal area 6) (Prerequisite: ENGL 1101 is required, completion of ENGL 1110 is recommended).

ENGL 2025* **3 credits**
Modern Drama

Survey of plays from Ibsen to the present. Almost every kind of writer in the modern theater is represented: realistic, expressionistic, and absurd. Emphasis is placed on the summation of man as he has come to sense himself in the nineteenth and twentieth centuries. (Meets MnTC goal area 6) (Prerequisite: ENGL 1101).

ENGL 2030* **3 credits**
Film as Art

The nature and possibilities of film as an art are examined in this course so that the viewer may gain a better understanding and appreciation of how the art works. Emphasis is centered on the relationship between the techniques of film making and their creative application. Also emphasized are the affinities film shares with literature. In addition, the student will investigate the history of cinemas, become acquainted with contemporary filmmakers, and will be exposed to critical approaches to film viewing. Designed to create intelligent and critical film viewers, the course incorporates film and textual materials. (Meets MnTC goal area 6) (Prerequisite: Student must have passed ENGL 1101).

ENGL 2031* **3 credits**
The Holocaust in Literature and Film

This course first presents the history of the Jews and antisemitism as a prelude to understanding the causes of and reactions to the Holocaust. Literary responses to the "Final Solution" will be examined through specific works from various generations, cultures, and genres. (Meets MnTC goal area 6) (Prerequisite: ENGL 1101).

ENGL 2035* **3 credits**
The Literature of Science Fiction

Designed to offer the student an understanding of the key concerns of science fiction, the course examines the relationship between humans and technology, the possibilities involved in alternate futures, and the ramifications of alternate value systems as reflected in the literature. (Meets MnTC goal areas 6 and 7). (Prerequisite: ENGL 1101).

ENGL 2040***Mythology****3 credits**

An overview of myths from around the world. The student will be introduced to their place in literature and examine the allegorical, symbolic, and psychological aspects of myths. Myths from American Indian, Middle East, Greek and Roman, European, and African cultures will be studied. (Meets MnTC goal areas 6 and 8) (Prerequisite: ENGL 1101).

ENGL 2045**Literature by Women****3 credits**

This course offers a social, historical, and political examination of literature written by women through the centuries in a variety of genres (novels, short stories, poetry, essays and memoirs). What role, if any, does an author's gender play in the production of a text and in our interpretation of it? Is there really a distinct manner of writing that is specific to women? How have women writers been understood and valued (or not) through time? While we will look for common themes among the work assigned, we will also uncover the vast diversity of human experience present in women's literature. Through the process, students will develop their critical reading, thinking, and writing skills and use them to analyze literary texts. (Meets MnTC goal areas 6 and 7.)

ENGL 2050***Introduction to Language****3 credits**

What is language, how does language happen to a human, and how do humans judge each other on the basis of language? How are new languages born, and why do some die? English 2050 introduces students to the complex nature of human language and its biological, structural, and social dimensions through readings, lectures, speakers, and fieldwork. (Prerequisite: ENGL 1101).

ENGL 2055***African American Literature: Reconstruction to Today****3 credits**

This course is designed to acquaint students with literature written by African Americans since the Civil War. The course material will be presented chronologically, focusing on specific literary movements and the themes prevalent in the literature. The course will help students become familiar with the characteristics of the various genres presented and build skills in literary analysis. Students will be able to discuss the goals of the writers, the influences on their work, and the literary quality of those works. (Meets MnTC goal area 6 and 7).

ENGL/AMIN 2200***American Indian Children's Literature****3 credits**

Children's literature is an essential component when we teach literacy. American Indian children's literature will be emphasized in this course to allow students to become familiar with the opportunity to incorporate American Indian literature with the state standards for elementary education. The quality of literature with an emphasis on American Indian literature will provide students with instructional materials for

literacy education, and content areas that will stress the oral and written Anishinaabeg ways also. This course is designed to help students acquire knowledge of the different genres of children's literature and develop the ability to evaluate, select and have the opportunity to teach children's literature in an elementary classroom with an emphasis on multicultural literature specific to the Anishinaabeg. (Meets MnTC goal areas 6 and 7) (Prerequisite: ENGL 1101).

GEOGRAPHY

The mission of the Geography department is to emphasize the importance of places and the links between them in the past, the present, and the future in a way that fosters intellectual development in students. These links include such things as geographic information systems (GIS), cartography, environment, natural resources, communities, and cultures.

GEOG 1001**The Digital World****3 credits (2 lecture, 1 lab)**

This course presents a broad overview of geospatial technologies used to observe, map, and describe our shared planet. The course is organized into an Introduction to Geospatial Information section and four sections introducing geospatial technology fields: Global Navigation Satellite Systems (GPS and others), Remote Sensing, Geographic Information Systems (GIS), and Cartography. Students will apply these technologies in hands-on labs. This course is intended for non-GIS majors but may be helpful as an introductory course for intended majors as well.

GEOG 1010**Physical Geography****3 credits**

This course provides an introduction to the spatial patterns of the earth's physical environment highlighting maps, earth-sun relationships, weather, climate, water resources, soil, vegetation, and land forms. Students will perform lab-like activities through individual field experiences investigating physical aspects of local landscapes. (Meets MnTC goal areas 3 and 10).

GEOG 1015**Geography of Food****3 credits**

From corn to croutons, lasagna to lefse, sauces and spices, students will embark on an investigation of where food comes from and how food shapes place locally and regionally. The conversation will transcend to the global arena, where food systems influence access and power yet are integral to tradition and celebration. Topics include food origins, production and distribution, food systems, and the relationship between food and culture, politics, and the environment through the lens of geography. This course has a service-learning component. (Meets MnTC goal areas 5 and 8).

GEOG 1020 **3 credits**
Cultural Geography

This course provides a systematic study of spatial patterns concerning the cultural elements of geography including cultural diversity, population, migration, agriculture, industrialization, urbanization, and the distribution of resources. (Meets MnTC goal areas 5 and 8).

GEOG/EUT 1025 **3 credits**
Alternative & Renewable Energy Systems

Students will become acquainted with the background issues, scientific and geographic concepts, and technologies of alternative and renewable energy systems. This course also explores the potential of solar, biomass, photovoltaics, wind, and other energy sources.

GEOG 1030 **3 credits**
Environmental Conservation

Integrated hands-on study of the physical, economic, social, and political aspects of natural resource management. Emphasis on identifying environmental problems and evaluating alternatives for resolution through data collection and critical thinking. (Meets MnTC goal areas 5 and 10).

GEOG 1040 **3 credits**
World Regional Geography

This course provides a geographical study of world regions with emphasis on internal spatial patterns and the interrelations of regions. (Meets MnTC goal areas 5 and 8).

GEOG/PE 1054 **1 credit lab**
Using GPS: Geocaching & Field Mapping

Curious about how to use a GPS unit? This course will inform students about the Global Positioning System (GPS) through both conceptual and hands-on applications, such as geocaching and field data collection. GIS software and associated applications will also be introduced.

GEOG 1099 **1–3 credits**
Special Topics

Study of special topics in Geography. Special course topics will be announced in the class schedule.

GEOG 2001 **3 credits (1 lecture, 2 lab)**
Introduction to GIS

This course introduces basic concepts of Geographic Information Systems (GIS). Students will apply GIS theory to hands-on laboratory activities and projects based on real-world scenarios and data. Industry standard online and desktop software is utilized to introduce data creation, acquisition, management, and editing, georeferencing, spatial analysis, symbolization, and map production workflows for a variety of professional GIS applications.

GEOG 2005 **4 credits (2 lecture, 2 lab)**
Cartography and Visualization

Course explores the art, science, technology, and ethics of map design and map making. Course topics include maps as representations of reality and culturally situated documents, the power of maps, coordinate systems and projections, scale and generalization, map elements, visual hierarchy and variables, typography, reference and thematic map types, and design considerations for print and web. Students will apply cartographic principles using industry-standard GIS and graphics software to design effective maps covering real-world social, cultural, and/or scientific themes. (Meets MnTC Goal Area 6).

GEOG 2010 **3 credits**
Disasters

An examination of the underlying causes and ultimate impacts of disasters, both natural and human-induced. Students will learn how disasters affect populations and appreciate the significance of location and how that can determine the presence of hazards. Topics will include, but are not limited to: Earthquakes, volcanoes, storms, radon, disease, extraterrestrial impacts, wildfires, population, and other phenomenon. Students will perform lab-like activities through problem-solving using computer-based simulations. (Meets MnTC goal areas 3 and 10).

GEOG 2030 **3 credits (2 lecture, 1 lab)**
Remote Sensing of the Environment

This course explores the fundamental concepts and applications of remote sensing. Students will investigate land-cover patterns of physical and social environments spatially and historically through laboratory activities. Course topics include electromagnetic principles, sensors and their characteristics, imagery data sources, image analysis, image classification and interpretation, LiDAR, and integration with GIS. (Meets MnTC goal area 3).

GEOG 2050* **4 credits (2 lecture, 2 lab)**
GIS Applications

Comprehensive consideration is given to a real-world geospatial project, either aligning with an external partner or suitable to the student's field of interest. Topics include data and file management, project management, advanced GIS analysis techniques, and developing and presenting products that convey project results. (Prerequisite: GEOG 2001 and GEOG 2005 or consent of instructor).

GEOG 2051* **4 credits (1 lecture, 3 lab)**
Web Mapping

This course covers the creation of both static and interactive online maps. Course topics include the basics of internet architecture, web data formats, web services, web cartography, UI/UX (user interface/user interaction) design,

and publishing on the web using HTML, CSS, and JavaScript. Students will create shareable web maps on real-world topics using both graphical mapping platforms and JavaScript code-based APIs. No prior coding experience is necessary. (Prerequisite: GEOG 2001, GEOG 2005 or instructor consent).

GEOG 2054* **3 credits (1 lecture, 2 lab)**
Programming in GIS

This course covers the automation of geoprocessing tasks using graphic GIS software, Python scripts, and open-source command line utilities. Students will be introduced to programming in Python and on the Windows command line, and will learn how to automate tasks with ArcGIS Model Builder, how to translate Model Builder into Python scripts, and how to create custom toolboxes for ArcGIS. No previous programming experience is assumed. (Prerequisite: GEOG 2001 or instructor consent).

GEOG 2090* **1–3 (Repeatable)**
Undergraduate Research

Independent experimental or theoretical research under faculty supervision. (Prerequisite: consent of instructor).

GEOG/PHIL 2095* **1-3 (Repeatable)**
Internship

Preparation for professional career through arranged internship in geography/geospatial technologies. Student will apply knowledge and skills from program coursework to internship experience. Student will acquire the social and technical skills expected in the workplace through this hands-on experience. (Prerequisite: advanced arrangement and consent of instructor).

GEOLOGY

It is the mission of the Geology department to provide introductory coursework in the geological sciences to meet the needs of students in liberal arts and pre-professional programs as well as of students who wish to pursue careers in these fields.

GEOL 1001 **4 credits (3 lecture, 1 lab)**
Introductory Geology

An introduction to the structure and evolution of the earth and its landforms, including the study of minerals and rocks, volcanic activity, earth quakes, and the theory of plate tectonics. The geology of Minnesota is emphasized. (Meets MnTC goal area 3).

GEOL 1099 **1–3 credits**
Special Topics

Study of special topics in Geology. Special course topics will be announced in the class schedule.

GEOL 2010
Geomorphology

4 credits

A study of the origin and evolution of landforms on the Earth's surface with emphasis on the examination of geomorphic processes through laboratory and field trip activities. Implications of human interactions with the environment from a geomorphic perspective will be incorporated. (Meets MnTC goal area 3 and 10).

HEALTH

The mission of the Health department is to provide students with opportunities for learning experiences that encompass all aspects of well-being, and to facilitate and encourage the development of healthy behaviors and life-styles through a variety of course offerings in an environment that is conducive to personal application of health goals for a lifetime.

HLTH 1005 **4 credits (2 lecture, 2 lab)**
**Introduction to Nursing/
 Nursing Assistant/Home Health Aide**

This course introduces the concepts of basic human needs, the health/illness continuum, basic nursing skills, and how to apply basic nursing. It is designed to prepare the student for entry level employment as a Nursing Assistant—Registered at a long term care facility and as Home Health Aide in the home care environment. It also serves as an introduction to the nursing sequence for students who successfully complete the Minnesota State Nursing Assistant Test-Out (NATO) to be placed on the Minnesota Nursing Assistant Registry.

HLTH 1010 **3 credits**
Personal, Tribal and Community Health

This course examines the broad range of health information, from personal wellness to issues facing local and global communities. Topics include personal wellness, mental health, stress, nutrition, substance abuse, sexual health, the health marketplace, and current public health issues.

HLTH 1015 **3 credits**
Care & Prevention of Athletic Injuries

This course will provide students with the basic concepts of identification, prevention and care of common athletic injuries. Students will learn skills needed by coaches to provide initial care of injured athletes. A hands-on preventative injury taping component will be included. This course, along with First Aid and CPR, meets the hour requirement for MSHSL and Minnesota Statute 122A.33 necessary for the Athletic Coaching Certificate.

- HLTH 1032** **Health Care Provider-CPR & 1st Aid** **1 credit**
 This class follows the current requirements of the American Red Cross. It provides instruction in dealing with emergencies, heart attack, and obstructed airway with emphasis on developing skills to properly perform techniques of rescue breathing and CPR for the adult, child, and infant. A Red Cross certificate is awarded upon successful completion.
- HLTH 1050** **Emergency Response/First Responder** **3 credits (2 lecture, 1 lab)**
 This First Responder course is designed to provide you with information and skills that will enable you, the learner, to provide emergency care to the sick and injured. The course will utilize both learning from the text and a hands-on approach that will promote confidence and competence in skills that will be used to provide care. This course is EMSRB certified. (Required for Law Enforcement).
- HLTH 1099** **Special Topics** **1–3 credits**
 Study of special topics in Health. Special course topics will be announced in the class schedule.
- HLTH 2015** **Food: Safety, Risk & Technology** **3 credits**
 Introduction to the risks and safety of the food supply, and the role public policy and food technology play in reducing these risks. The course will cover microbiological, chemical and environmental hazards, government and industry controls to ensure food safety, including the new US Food Safety Initiative and public perception of those risks. Emphasis will be placed on the prevention of biological, microbiological, physical and chemical deterioration of foods. This course focuses on issues related to everyday life and involves critical thinking and analyzing on the part of the student.
- HLTH 2025*** **Emergency Medical Technician** **6 credits (3 lecture, 3 lab)**
 This course covers the most recent curriculum from US D.O.T. which presents assessment-based education and interventions. Medical direction for the EMT is an essential component of the curriculum to allow the EMT to carry and assist with the administration of medications to patients. Additional sections may be added to meet continuing education needs. This course meets or exceeds the EMT guidelines of the National Registry of Emergency Medical Technicians and the Minnesota State EMS Regulatory Board. (Prerequisite: HLTH 1050).

- HLTH/AMIN 2100** **Community Health/Wellness with Anishinaabe Perspective** **3 credits**
 The focus of this course is on the overall health and wellness with an Anishinaabe perspective of the community. Development of teaching strategies appropriate for the holistic health and wellness including physical education activities, healthy nutritional choices, mental health, and spirituality for a balanced sense of self that will be appropriate for elementary school children. Discussion will be about the prevention of drugs, alcohol, and tobacco use; reduced risk and control of diseases; and the health and wellness in the communities.

HISTORY

The mission of the History department is to increase student understanding of the modern world through an examination of economic, social, and political history.

- HIST 1010** **History of Western Civilization I** **4 credits**
 This course examines the history of western civilization to 1776 with a focus on economic, social and political developments. Topics include Ancient Civilizations, Ancient Greece and Rome, the Middle Ages and the Renaissance. (Meets MnTC goal areas 5 and 8).
- HIST 1011** **History of Western Civilization II** **4 credits**
 This course examines the history of western civilization from 1776 to the present. The scope of the course includes economic, social and political developments. Topics include: political and economic revolution, the industrial age, the world wars and the cold war. (Meets MnTC goal areas 5 and 8).
- HIST 1012** **History of Global Civilizations I** **4 credits**
 The course examines the history of global civilizations to 1700. The course uses a regional and chronological structure to a focus on economic, social and political history of global civilizations. (Meets MnTC goal areas 5 and 8).
- HIST 1013** **History of Global Civilizations II** **4 credits**
 The course examines the history of global civilizations from 1500 to the present. The course uses a regional and chronological structure to a focus on economic, social and political history of global civilizations. (Meets MnTC goal areas 5 and 8).

HIST 1030 **4 credits**
History of United States I

This course examines the history of the United States to 1876. The scope of inquiry includes economic, social and political developments. Topics include: the colonial era, foundation of the American Republic, westward continental expansion and the Civil War. (Meets MnTC goal area 5).

HIST 1031 **4 credits**
History of the United States II

This course examines the history of the United States from 1876 to present. The scope of inquiry includes economic, social and political developments. Topics include: industrialization, the depression and New Deal, the world wars and the cold war. (Meets MnTC goal area 5).

HIST 1050 **4 credits**
American Indian History I

This course examines American Indian history to 1840. The course includes an examination of traditional American Indian cultures before contact and an examination of the conflict between American Indians and the expanding United States. (Meets MnTC goal areas 5 and 7).

HIST 1051 **4 credits**
American Indian History II

This course examines American Indian History from 1840 to present. Topics include: westward expansion and conflict, the reservation system, federal Indian policy, the termination era and the current movement towards self-governance. (Meets MnTC goal areas 5 and 7).

HIST 1099 **1–3 credits**
Special Topics

Study of special topics in History. Special course topics will be announced in the class schedule.

HUMAN SERVICES

The mission of the Human Services department is to assist students to grow in personal and cultural awareness and effectiveness; to acquire accurate and current knowledge of human services issues and practice; to develop listening, influencing, critical thinking, and counseling skills; and to prepare for employment or transfer through academics and field practicums.

HSER 1001 **4 credits**
Introduction to Human Services

This course provides a theoretical overview of beginning concepts in human services including the history and future of human services, the social welfare system, strategies of intervention, the helping role, professional ethics, diversity, values and human services.

HSER 1010 **4 credits**
The Helping Process

An introduction to the helping process, the course surveys the basic elements and contemporary strategies used in the field including case management, problem assessment, planning, documentation, professional ethics, and evidence based practice.

HSER 1099 **1–3 credits**
Study of special topics in Human Services. Special course topics will be announced in the class schedule.

HSER 2010* **4 credits**
Counseling Skills

This course is designed to increase the student's level of competency in conducting effective counseling interviews and establishing and developing counseling relationships. Using case study, classroom participation, and videotape, the student will develop competency in listening, influencing, and intervention skills, basic counseling skills, and the skills involved in conducting full interviews, including skills in working with special populations and situations, including cultural and gender issues. (Prerequisite: HSER 1010 or consent of instructor).

HSER 2020* **4 credits**
Family Dynamics

The course is designed as an introduction to the study of family systems theory, family dynamics, and the major theories of family counseling. Students will develop an understanding of family systems, develop basic skills in counseling family systems, and participate in classroom and outside assignments designed to increase awareness of the development of family dynamics within their own family system and across the changing sociological and cultural spectrum. (Prerequisite: HSER 1010 or consent of instructor).

HSER 2090* **2 credits**
Practicum

This course is the off-campus experiential learning component of the program. The emphasis is on gaining practical experience in using the techniques and knowledge gained in the classroom. Students will complete the contracted hours of supervised experience at the selected practicum site. Students will choose, with instructor approval, the site for the practicum, and determine objectives and goals of the practicum with the field supervisor and the instructor. Students will complete all requirements of the written contract, plus arrange and meet with the instructor on a weekly basis. (Prerequisite: Advanced standing in the Human Services program, concurrent registration for completion of core courses, and consent of instructor).

HSER 2095*
Practicum**4 credits**

This course is the off-campus experiential learning component of the program. The emphasis is on gaining practical experience in using the techniques and knowledge gained in the classroom. Students will complete the contracted hours of supervised experience at the selected practicum site. Students will choose, with instructor approval, the site for the practicum, and determine objectives and goals of the practicum with the field supervisor and the instructor. Students will complete all requirements of the written contract, plus arrange and meet with the instructor on a weekly basis. (Prerequisite: Advanced standing in the Human Services program, concurrent registration for completion of core courses, and consent of instructor).

JOURNALISM

The mission of the Journalism department is to provide students with the basic skills to pursue a career in journalism.

JOUR 1001
Mass Communication**3 credits**

This course is a survey of the theories and concepts important to understanding mass communication. A strong emphasis is placed on the effects of mass communication (newspapers, magazines, radio, and television) on society. The role and responsibility of the mass media in a free society is both examined and debated. (Meets MnTC goal area 9).

JOUR/AMIN 1070 **3 credits (2 lecture, 1 lab)**
Introduction to Audio Recording

This introduction to audio production will include principles of programming, producing, directing voice talent, interviewing and some engineering. This class will have direct exposure to recording equipment and soundboard at Fond du Lac Tribal and Community College Ojibwemowining Digital Arts Studio and exposure to the radio stations of the Fond du Lac Reservation.

JOUR 1099
Special Topics**1–3 credits****LAW ENFORCEMENT**

The mission of the Law Enforcement department is to provide a comprehensive approach to law enforcement focusing on current and past practices in enforcement, problem solving and conflict resolution, and community involvement and partnerships. The program focuses on utilizing information obtained from sources and applying this information to formulate and solve problems. Special attention is placed on global diversity and knowledge of different cultures.

LAWE 1001
Introduction to Criminal Justice**3 credits**

An analysis of the criminal justice system in the United States, including criminal law and the roles and relationships of agencies of crime and delinquency prevention, police, courts, and corrections.

LAWE 1005
Seeking Careers in Criminal Justice**3 credits**

An in-depth examination of the hiring processes and practices unique to criminal justice agencies. All areas and professions within the criminal justice system are discussed. Students will participate in a simulated hiring situation, beginning with an investigation of career goals, the application process, undergoing a comprehensive background investigation, and participation in mock interviews with professional representatives from a variety of criminal justice organizations. This course is recommended as both a career preparatory experience and as a career screening opportunity.

LAWE 1010
Crime & Delinquency**3 credits**

A study of crime and juvenile delinquency. Emphasis is placed on the juvenile justice system and upon the definition, nature, and causes of criminal behavior and the effect this has upon society.

LAWE 1020
Criminal Investigation**4 credits**

Fundamentals of criminal investigations, including overviews of crimes against persons and crimes against property; crime scene responsibilities, including crime scene securing, searching, and the collection and preservation of evidence; identifying and arresting suspects; report writing; obtaining information; interview and interrogation; and testifying in court.

LAWE/CSCI 1072* **3 credits**
Introduction to Cyber Crime
 Introduction to Cyber Crime is a basic introduction to concepts and investigative techniques used in cybercrimes investigations, as well as traditional investigations when digital evidence is present. Emphasis will be made on social networking, chat rooms, instant messaging, email, and peer to peer investigations. (Prerequisite: LAWE 2010 or Advisor Consent).

LAWE 1099 **1–3 credits**
Special Topics
 Study of special topics in Law Enforcement. Special course topics will be announced in the class schedule.

LAWE 2010* **3 credits**
Criminal Procedure & Evidence
 The study of executive, legislative, and judicial regulation of the criminal justice system under the federal and Minnesota constitutions with particular emphasis upon the police role in arrests, searches and seizures, interviews and interrogations, and identification procedures. The course also examines the rules of evidence which control criminal litigation. (Prerequisite: Passage of LAWE 1001 and LAWE 1010 with a grade in each of those courses of at least 2.0 and an overall college grade point average of at least 2.0 or permission of the instructor and the Law Enforcement Program coordinator).

LAWE 2020* **4 credits**
Minnesota Statutes and Traffic Law
 An introduction to substantive criminal law. Includes the classification and analysis of crimes and criminal acts, and the studying of criminal law as a means of preserving and protecting life and property. The course focuses on the provisions of the Minnesota Criminal and Traffic Code. (Prerequisite: Passage of LAWE 1001 and LAWE 1010 with a grade in each of those courses of at least 2.0 and an overall college Grade Point Average of at least 2.0 or permission of the instructor and the Law Enforcement Program coordinator).

LAWE 2030* **3 credits**
Critical Issues and Community Relations in the Criminal Justice System
 An examination of issues in law enforcement embracing the following: community-based policing; law enforcement and First Amendment rights; police ethics; community relations and crime prevention; crisis intervention; stress management; civil and criminal liability of officers; and selected judicial decisions and statutes. (Prerequisite: Passage of LAWE 1001 and LAWE 1010 with a grade in each of those courses of at least 2.0 and an overall college grade point average of at least 2.0 or permission of the instructor and the Law Enforcement Program Coordinator).

LAWE 2050 **3 credits (1 lecture, 2 lab)**
Use of Force I: Basic Defense Tactics
 Discussions and demonstrations of the continuum of force. This course will prepare students for verbal and physical encounters. Minnesota statutes regarding the use of force are discussed. Applicable federal case law is also discussed.

LAWE 2051 **4 credits (1 lecture, 3 lab)**
Use of Force II: Firearms
 This course will cover the use of deadly force. Minnesota statutes pertaining to the use of deadly force, firearms safety, shooting principles, and the care and cleaning of firearms. The course will familiarize the student with the Glock Pistol, Remington 870 shotgun, AR-15 Rifle, and less lethal options. The course will challenge the student's judgment and develop skills to deal with deadly force situations.

LAWE 2052 **2 credits**
Leadership, Ethics & Diversity in Law Enforcement
 This course examines the critical areas of leadership and ethics in policing. An integral part of this course is an examination of the leader role as it applies to the role of peace officer as the officer operates in diverse communities, including initial conflict resolution and problem solving. Special attention is given to critical issues currently facing law enforcement such as profiling.

LAWE 2053 **4 credits**
Practical Applications of Criminal Investigations
 This course involves primary incident response, the protection and subsequent collection of crime scene evidence, and the preliminary investigation procedures. Special attention is given to interview and interrogation of victims and suspects, report writing, and case preparation.

LAWE 2054 **4 credits**
Patrol Procedures
 This course examines the patrol function of the peace officer. Specific content areas include vehicle contacts and stops, emergency vehicle operations, traffic code enforcement, standard field sobriety testing, and response to public safety issues.

LAWE 2095* **1-3 credits**
Internship
 The purpose of the Internship is to provide law enforcement and criminal justice students with off campus practical experience. The site for the internship will be determined by the instructor. Students will successfully complete the requirements of the written contract, including the contracted hours of supervised experience.

MARKETING

The mission of the Marketing department is to provide an opportunity to be trained in the basic foundations of marketing. Students will develop the analytical, communication, and knowledge skills necessary in marketing to prepare them for the business world.

MKTG 1010 **Principles of Marketing** **3 credits**

An introductory study of marketing as an important element of our economy. This course examines marketing institutions and their characteristics. Basic marketing functions, price theory and methods, product decisions, marketing segmentation, and marketing communications as related to social and political issues are studied.

MKTG 1020 **Small Business Management** **3 credits**

This course stresses basic techniques in starting or buying a small business and successful operation procedures. The course includes financial planning, location, decision making, cost analysis, marketing, labor budgets, advertising, plus problems of stock control, taxes and insurance. Activities may be assigned in a business setting to develop skills related to running a small business.

MKTG 1030 **Sales Management** **3 credits**

The principles and techniques of salesmanship are stressed along with a study of customer buying, behavior, and motivational theories. This course is designed to show the importance of personal selling as an integral component of the marketing mix.

MKTG 1035 **Sales Promotion and Advertising** **3 credits**

This course provides students an opportunity to gain an understanding of advertising and other mass communications marketing practices, common business activities and terminology, perspectives applied when taking the optimal approach to decisions, plus descriptions and rationales of common practices.

MKTG 1099 **Special Topics** **1–3 credits**

Study of special topics in Marketing. Special course topics will be announced in the class schedule.

MKTG 2015 **Visual Merchandising**

This course emphasizes merchandise presentation as a seller's tool for getting customers and clients' interests with branded products and services in conventional retail settings as well as non-traditional venues like grocery stores, special events, and trade shows. Students analyze branding and visual image in existing stores and online and devise ways to physically present products/services to targeted markets.

MATHEMATICS

The mission of the Mathematics department is to prepare students for practical applications of mathematics in their chosen disciplines and careers and to provide an overview of mathematics history and ideas for general intellectual strength.

MATH 0010 **Math Concepts** **3 credits**

In-depth study of basic mathematics and pre-algebra skills. Topics include operations and principles using whole numbers, fractions, decimals, percents, and integers; solutions of first degree equations; exponents, applications and graphing.

MATH 0020* **Beginning Algebra** **3 credits**

Beginning Algebra applies algebra and geometry to problem solving. Featured topics are problem modeling, linear programming, plane coordinate geometry, solid geometry, and appropriate computational methods. A review of basic topics is included: operations with real numbers and rational expressions, linear equations, systems of linear equations, geometry, set theory and logic, and operations with polynomials (Prerequisite: MATH 0010 or Accuplacer or instructor's permission).

MATH 0025* **Statistics Preparation** **1 credit**

Statistics Prep is a one-credit course designed to be taken concurrently with Beginning Algebra. It will prepare students to take Intro to Statistics the following semester. Students will bridge beginning algebra topics to statistic applications that will ready them for college level statistics. Topics will include: using percent as applied to probability, familiarization with variables and symbols used in statistics, applying these variables to expressions and equations, linear equations as used in regression, and using technology to build spreadsheets and graphs for statistical analysis. (Prerequisite: Instructor permission. Concurrent MATH 0020 Beginning Algebra enrollment).

MATH 0030* **Higher Algebra** **3 credits**

Review of operations with real numbers and with polynomials; solutions of linear equations and applications; factoring; operations with rational expressions and applications; solutions of quadratic equations, graphing techniques; solutions of systems of linear equations. (Prerequisite: MATH 0020 or placement through Accuplacer or instructor permission).

MATH 1010* **3 credits**
College Algebra

The real numbers, first degree equations and inequalities with word problem applications and linear graphs. Second degree equations and inequalities in one and two variables with the quadratic formula and graphs. Relations, functions, absolute value, and variation. Exponential and logarithmic functions with applications. Polynomial equations and complex numbers. Systems of equations and inequalities. (Meets MnTC goal area 4). (Prerequisite: MATH 0030 or placement by Accuplacer or permission of instructor).

MATH 1015* **2 credits**
Trigonometry

Study of angles in degree and radians; trigonometry functions of angles in a coordinate system and in triangles; solutions of triangles and applications; solutions of trigonometric identities and equations; graphs of the trigonometric functions and inverses. (Meets MnTC goal area 4). (Prerequisite MATH 0030 or equivalent).

MATH 1020* **3 credits**
Calculus: Short Course

A brief survey of calculus; Students will review real numbers, graphing, and functions. Core material includes limits, continuity, differentiation and integration. Applications of differentiation include minimizing/maximizing cost, profit, and revenue functions. Students will learn applications of the integral with respect to the physical, social, and behavioral sciences and use exponential and logarithmic functions to explore growth, decay, and population models. Students planning to enroll in more than one semester of calculus should begin with MATH 2001. (Prerequisites MATH 1010, placement by Accuplacer, or instructor consent.).

MATH 1025* **3 credits**
Introduction to Contemporary Mathematics

This course is designed for students not pursuing a math or science major. The emphasis is on developing quantitative skills that can analyze a variety of practical applications. The main topics include counting methods, probability and statistics, exponential growth and network analysis. Optional topics could include logic, linear programming, set, voting theory, optimization, polygons and polyhedra and game theory. (Meets MnTC goal area 4). (Prerequisite: C grade in MATH 0020 or appropriate Accuplacer score).

MATH 1030* **3 credits**
Introduction to Statistics

An introduction to statistics suitable for social and behavioral science majors, but also suitable for students in other disciplines. Topics include statistical theory and experimental design, descriptive statistics, probability distribution models, regression analysis and correlation, inference, and sampling methods. (Meets MnTC goal area 4). (Prerequisite: MATH 0020 or placement by Accuplacer or permission of instructor).

MATH 1040* **3 credits**
Finite Mathematics

Primarily for students in the social sciences, behavioral sciences, and various business curricula. Provides an excellent background for statistics. Set theory with operations and Venn diagrams. Permutations, combinations, and binomial theorem. Probability: basic concepts, Baye's theorem, frequency functions, binomial probability. Matrices: operations, transposes, inverses, solutions of systems of linear equations. Markov chains: regular and absorbing. Linear programming with Simplex method. (Prerequisite: MATH 1010 or placement by Accuplacer or instructor consent).

MATH 1050* **4 credits (3 lecture, 1 lab)**
Mathematics for Elementary Teachers

The purpose of this course is to develop mathematical reasoning, problem solving, and communication through performing and interpreting experiments, thinking analytically, and incorporating practical applications that are important aspects of real world phenomena. This course is intended for the elementary education majors. (Prerequisite: MATH 1025 or instructor permission).

MATH 1099 **1–3 credits**
Special Topics

Study of special topics in Math. Special course topics will be announced in the class schedule.

MATH 2001* **5 credits**
Calculus I

The two semester calculus sequence is designed for mathematics, computer science, engineering, and natural sciences majors. An introduction to basic differential and integral calculus: limits, derivatives and applications, integration and applications. (Meets MnTC goal area 4) (Prerequisite: MATH 1010 and MATH 1015 or placement by Accuplacer or instructor permission).

MATH 2002* **5 credits**
Calculus II

Continuation of topics from calculus I: integration techniques, infinite series, conic sections, parametrized curves, multi-variable functions and partial derivatives. (Prerequisite: MATH 2001 or instructor permission).

MUSIC

The mission of the Music department is to increase students' understanding of musical works as expressions of the human imagination, personally, culturally, and globally; engage students in critical analysis and aesthetic dialogue, assist students in the development of an appreciation for music, and provide students with the tools and opportunities for individual and group expression of music.

MUSC 1010 3 credits Music Appreciation

A general overview of the field of traditional European classical music within its historical, philosophical, and sociological context. The emphasis is on gaining familiarity with stylistic characteristics and representative composers as well as the acquisition of listening skills. Music of the non-western world as well as the western world will be included. No previous music experience is required. (Meets MnTC goal area 6).

MUSC 1020 3 credits American Popular Music

An introduction to the roots of American popular music including blues, jazz, rock-n-roll, big band, and country. Discussion will center around the roles that culture and human diversity play in the development of "popular" musical styles and the interrelationships of these musical styles. (Meets MnTC goal area 6 and 7).

MUSC 1030 3 credits Music of the World's Peoples

An introductory course that explores music in its original cultural settings throughout the world. Music of African, American Indian, Asian, Latin American, and Indian peoples will be studied and listened to. No previous musical experience is required. (Meets MnTC goal areas 6 and 8).

MUSC 1035 3 credits American Indian Music

A course designed to acquaint students with music of various American Indian tribes, with a focus on music of the Ojibwe-Anishinaabeg. The course will take an historical approach examining various musical styles and genres of American Indian music from its earliest recordings through to the present. Students will develop an understanding of American Indian music while hearing, discussing, analyzing and participating in the American Indian musical experience. (Meets MnTC goal areas 6 and 7).

MUSC 1040 2 credits Fundamentals of Music Theory

This course is for the student interested in acquiring the basic knowledge of Music Theory. The basic concepts of rhythm, melody, and harmony are studied, as well as chord inversions, altered chords, simple forms, and cadences. Students are introduced to the playing of instruments such as the recorder and piano. Students planning to major in Elementary Education must take this course to fulfill the requirements for an Elementary Education degree. Music majors and minors will need to take this course in sequence with Music 1041.

MUSC 1041* 5 credits Music Theory II

This course is a continuation of Music 1040. It is required for students planning to major or minor in music. Ear training, sight-singing, and musical analysis are an integral part of this class. The student will also be introduced to 7th chords, nonharmonic tones, secondary dominant chords, dominant chords, borrowing chords, and voice leading in addition to harmonization and composition. (Prerequisite: MUSC 1040 or consent of instructor).

MUSC 1070 1 credit Vocal Ensemble (Choir)

The choir is a performance organization of mixed voices. Concerts are prepared using sacred and secular, a cappella and accompanied music. A requirement for vocal music majors and minors. May be taken for credit or as an activity (noncredit). May be repeated for credit. (Meets MnTC goal area 6).

MUSC 1072* 1 credit Instrumental Ensemble

Small instrumental ensembles allow students to explore literature for their particular instruments. Brass, woodwind, Percussion, or string ensembles are organized according to the interests of the students. May be taken for credit or as an activity (noncredit). May be repeated for credit. (Meets MnTC goal area 6) (Prerequisite: Consent of the instructor).

MUSC/ART 1250 3 credits (2 lecture, 1 lab) Foundations of Anishinaabe and American Arts

The Anishinaabe culture and traditions will be the basis of the visual and performing arts for a beginning level of the elementary education coursework. These areas of the visual and performing arts are inclusive of art, dance, music, theater, and multimedia with the Anishinaabe emphasis. The personal, social, cultural and historical contexts will be influenced in the creation, interpretation or performance of the arts including the contributions of Minnesota American Indian tribes and communities. (Meets MnTC goal areas 6 and 7).

APPLIED MUSIC**1 credit**

Half-hour private music lessons are given on a one-to-one basis by arrangement with the instructor for anyone who is interested in studying voice or an instrument. Lessons may be taken each semester. A grade of C or better is required to progress to the next level. Students planning on majoring in music at their transfer institution should take lessons every semester. Lessons are highly recommended for music minors and for elementary education majors. (Prerequisite: Consent of the instructor) (Meets goal area 6).

MUSC 1080/1180/2080/2180
Voice

MUSC 1081/1181/2081/2181
Piano

MUSC 1082/1182/2082/2182
Brass

MUSC 1083/1183/2083/2183
Woodwind

MUSC 1084/1184/2084/2184
Percussion

MUSC 1085/1185/2085/2185
Strings

MUSC 1086/1186/2086/2186
Guitar

MUSC 1087/1187/2087/2187
Banjo

MUSC 1099
Special Topics

1–3 credits

Study of special topics in Music. Special course topics will be announced in the class schedule.

NURSING

The Nursing program at Fond du Lac Tribal and Community College is designed to train students for a range of careers in the field of Nursing. The program emphasizes work environment and situations common to rural health care sites. The Nursing program is approved by the Minnesota Board of Nursing.

NURS 1025***3 credits****Mathematics for Medication**

Mathematics for medication covers the mathematics necessary for clinical calculations. Dimensional analysis will be used to teach dosage calculations. Metric system, drug measure systems, reading medication labels and a review of basic mathematics will be included. This course is intended only for students in the nursing program. (Prerequisite: Appropriate placement test score or successful completion of MATH 0020. (There will be a chance to test out by taking a competency test that will be available for the student to take one time and pass at the 90% level).

NURS 1135***5 credits****Holistic Nursing Care I (3 lecture, 2 lab)**

Holistic Nursing I provides an introduction to the theoretical foundation for holistic assessment and nursing skills. The student is given an opportunity to demonstrate these skills in the laboratory setting. An overview of the nursing process provides the student with a beginning framework for nursing judgment. The student learning outcomes of Patient Centered Care, Quality Improvement, Professional Identity, Nursing Judgment and Teamwork, and Collaboration are reviewed. Emphasis is placed on the health needs of the American Indian population and the rural community.

NURS 1136***1 credit****Holistic Nursing Care I Clinical**

This clinical course emphasizes the knowledge and skills needed to provide safe, quality care. The student is given an opportunity to demonstrate basic assessment and nursing skills in a clinical setting. The nursing process is used as a decision-making framework to assist students in developing effective clinical judgment skills.

NURS 1140***4 credits (3 lecture, 1 lab)****Holistic Nursing Care II**

Holistic Nursing II introduces students to the care of the adult patients with a focus on health promotion and safety and common medical surgical health problems. Application of pathophysiology, nutrition and pharmacology are applied to common diseases within each topic area. Emphasis is placed on the health needs of the American Indian population and the rural community.

NURS 1141* 3 credits
Holistic Nursing Care II Clinical

This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Clinical experiences provide the student an opportunity to apply client centered care, cultural sensitivity, informatics, safe practice, nursing judgment and professionalism and implement safe client care to adults in a variety of settings.

NURS 2010* 5 credits (3 lecture, 1 lab, 1 clinical)
Bridge to Professional Nursing

This nursing course focuses on the transition of the licensed practical nurse to the Associate Degree Nursing student nurse conceptual learning level. The course has an emphasis on role transition, specific to: Patient Centered Care, Quality Improvement, Professional Identify, Nursing Judgment, and Collaboration. The clinical experience is designed to prepare and assess readiness of the licensed practical nurse. Emphasis is placed on the health needs of the American Indian population and the rural community.

NURS 2130* 1 credit
Community Clinical

The focus of the community clinical is to observe and engage in the provision of health care for a defined community. There are many different groups of people that may create a community. These communities may be defined by demographic, disease process, geographic location, or other defining characteristic. Furthermore, these communities require health care interventions and resources specific to that population of people. The clinical experience may be an observational experience, hands on nursing care, or special project dependent on the clinical site chosen. Students will have the opportunity to observe and engage in the nursing care of a community with a focus on the provision of culturally sensitive nursing care, focusing on the health needs of the American Indian population and/or the rural community.

NURS 2135* 4 credits (3 lecture, 1 lab)
Holistic Nursing Care III

Holistic Nursing III provides an integrative approach to the care of the childbearing women, newborns, and children. Prominence is placed on normal and high-risk pregnancies, normal growth and development, and common pediatric and obstetrical disorders. In addition, we will cover common mental health and behavioral disorders across the lifespan. Emphasis is placed on the health needs of the American Indian population and the rural community.

NURS 2136* 4 credits
Holistic Nursing Care III Clinical

This course provides an integrative, family-centered approach to the clinical setting. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to childbearing women and newborns, children, and those with mental illness across the lifespan in a variety of settings.

NURS 2140* 4 credits (3 lecture, 1 lab)
Holistic Nursing Care IV

Holistic Nursing IV focuses on the care of adults with the complex medical/surgical health problems and comorbid diseases. Emphasis is placed on the physiological disorders that require management in an acute care facility. Application of pathophysiology, nutrition and pharmacology are applied to co-morbid diseases within each topic area. Emphasis is placed on the health needs of the American Indian population and the rural community.

NURS 2141* 4 credits
Holistic Nursing Care IV Clinical

This course focuses on advanced nursing care of clients across the lifespan with complex multi-system health problems. Emphasis is placed on implementing time management and organizational skills while managing the care of multiple clients and collaborating with the interdisciplinary team. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

NURS 2145* 2 credits
Nursing Leadership

This course facilitates the transition of the student to the RN role and to the workplace. Concepts related to career development options that enhance career mobility are reviewed. Standards of practice and the importance of practicing according to state regulations and statutes for the scope of practice for the RN are examined.

PHILOSOPHY

The mission of the Philosophy department is to expand students' knowledge and application of philosophical study within a global environment, taking into consideration the historical and sociological values of the people and cultures reflected in philosophical writings.

PHIL 1010 3 credits

Understanding the Bible as Literature, History, and Philosophy

This course is a systematic study of the literature of the Bible within its historical, cultural, and philosophical context. The influence of the Bible throughout history and specifically in today's society will also be explored. (Meets MnTC goal area 6).

PHIL 1020* 3 credits

Critical Thinking

This course teaches both critical thinking and problem solving by emphasizing awareness of the thinking process. Topics will include understanding and evaluating arguments, various forms of reasoning, and common fallacies. (Meets MnTC goal area 4) (Prerequisite: MATH 0020 or Accuplacer score).

PHIL 1030 3 credits

Introduction to Sustainability

This course introduces students to the concept of global sustainability as it relates to the environment, economics, and social equity; a brief history of sustainability, an overview of indigenous perspectives on sustainability, and a discussion of the role systems thinking and values, both personal and cultural, perform in developing sustainability practices. Case studies and/or case simulations will be used to provide the student with real world examples and applications. (Meets MnTC goal areas 8 and 10).

PHIL 1099 1–3 credits

Special Topics

Study of special topics in Philosophy. Special course topics will be announced in the class schedule.

PHIL 2001 3 credits

Introduction to Philosophy

An introduction to philosophical inquiry from a multi-cultural perspective. The student is presented with the history of philosophical thought through the discussion of several topics including reality, knowledge, religion, and ethics. (Meets MnTC goal areas 6 and 8).

PHIL 2010 3 credits

Ethics

The study of Ethics has two basic components: the theory of ethics and the practical application of ethical theory. The student will learn the terminology and the history of ethical theory and become aware of the impact of culture on ethical study while exploring the practical application of ethical theory. (Meets MnTC goal areas 6 and 9).

PHIL 2020* 3 credits

Logic

In this course students will be introduced to the basic concepts of logic including informal fallacies, categorical syllogisms, propositional logic and induction. (Meets MnTC goal area 4) (Prerequisite: Accuplacer score placing the student in MATH 1010).

PHIL 2030 3 credits

American Indian Philosophy

This course examines in depth, the philosophy and religion of the American Indian within its historical, social, and cultural context. The student will recognize the significance of creation stories, and the impact of teachings on the relationship with and responsibility for the environment.

PHIL 2040 3 credits

World Religions

This course is a survey of the world's diverse religious traditions. Through lecture, readings, and videos the student will explore these religious traditions including Native American, Christianity, Judaism, Islam, Hinduism and Buddhism. Basic philosophical questions relevant to the study of philosophy of religion will also be discussed. (Meets MnTC goal areas 6 and 8).

PHIL 2060 3 credits

Ethics of Sustainability

This course addresses the role that ethics plays in the concept of sustainability. The student will be introduced to axiology (the study of values) and aretaic (virtue-based) ethics as well as the relationship between the Native American perspective of looking to the consequences of one's actions seven generations into the future and the development of one's personal ethical perspective.

PHIL 2070 3 credits

Environmental Ethics

This course is an overview of ethical issues relevant to our ecological environment. The student will be introduced to traditional ethical theories as well as those theories directly relating to the environment. Core discussions will focus on possible answers to the question, "How does what we value influence our moral choices?" (Meets MnTC goal areas 6 and 9).

PHIL/GEOG 2095* 1–3 credits

Internship

This internship provides an opportunity for students to take philosophy out of the classroom and use it in the real world by focusing their study on one or more aspects of philosophy and connecting it to a hands-on experience.

PHYSICAL EDUCATION

The mission of the Physical Education department is to promote healthy life-styles for the college community through sport, provide opportunities and encourage participation in a variety of individual, dual, and team sports, and to develop the interest, knowledge, and skills which enable participation in sport and fitness activities both while at the college and throughout life.

PE 1004 **Beginning Golf** 1 credit

The purpose of this class is to present the playing skills, rules, and knowledge of the game of golf to the beginner in such a manner that he/she can develop skills to the intermediate or advanced level.

PE 1006 **Beginning Bowling** 1 credit

Skills start at beginning level with emphasis given to fundamental technique. The objective is to try to combine a well-rolled ball with consistent aiming. Knowledge of the sport as a whole should be acquired.

PE 1009 **Beginning Tennis** 1 credit

The purpose of this class is to present the playing skills, rules, and knowledge of the game of tennis to the beginner in such a manner that he/she can develop skills to the intermediate or advanced level. (Student provides own racquet and one can of balls).

PE 1012 **Basketball** 1 credit

Fundamentals of basketball. Dribbling, shooting (set, jump, and free throw), and passing. Limited game-playing in one-on-one, three-on-three, and five-on-five settings.

PE 1013 **Volleyball** 1 credit

Learn to play power volleyball as you see it played in competition. Take the skills of pass, set, spike, block, and serve and coordinate them into a well-played game.

PE 1015 **Soccer** 1 credit

Learn to play soccer as you see it played in competition. Learn the fundamental skills of passing, dribbling, shooting and defensive positioning and goal tending. Games will be played in 4-on-4, 5-on-5 and 10-on-10. For beginner and experienced players.

PE 1018 **Softball** 1 credit

Basic skills of throwing, batting, base running, limited game strategy as used in the sport of softball. For the beginner and the experienced player. (Student provides glove).

PE 1019 **Cross Country Skiing** 1 credit

This course includes: basic skills in diagonal technique, short excursions to local ski trails, development of general knowledge concerning the sport of cross-country skiing. (Student provides own equipment; Minnesota state cross-country ski license required).

PE 1040 **Introduction to Conditioning** 1 credit

An entry-level survey course to introduce students to many different activities and methods that develop cardio-respiratory endurance. Students will be guided to set their own goals and develop programs to attain these goals.

PE 1041 **Fitness for Endurance** 1 credit

Emphasis on the cardiorespiratory development. Students will be asked to jog/run for 30 minutes at the conclusion of the course. Students will be guided to set their own goals and develop appropriate fitness program to meet these goals.

PE 1042 **Fitness through Walking** 1 credit

Introduction to walking as a means of fitness.

PE 1043 **Weight Training** 1 credit

An overview of the fundamental concepts and techniques of weight training, focusing on safety, proper lifting techniques, and overall fitness.

PE 1046 **Fitness Yoga** 1 credit

This course introduces students to basic yoga techniques and allows practice and development of the physiological and psychological aspects needed to perform these basic poses. Students gain knowledge in basic breathing and stress reduction.

PE 1047 **Aerobics** 1 credit

Course will follow the standards and guidelines of the Aerobics and Fitness Association of America. This will include a definition of aerobic exercise, medical considerations of the participant, body composition, nutritional needs, endurance development, flexibility, injury prevention, injury treatment and in-class participation in aerobic exercise.

PE 1048 **Winter Outdoor Activities** 1 credit

Introduction to safety, etiquette, and skills necessary for winter outdoor activities. This course will briefly introduce the student to areas of snowshoeing, orienteering, winter survival, and winter naturalist areas of plants, tracks, and winter night sky. (Additional fee; this course requires an overnight stay and is a weekend course).

PE 1049 Summer Outdoor Activities	1 credit
Introduction to safety, etiquette, and skills necessary for summer outdoor activities. This course will briefly introduce the student to areas of canoeing, archery, riflery, challenge course, orienteering, and high ropes course or tower climbing. (Additional fee; this course requires an overnight stay and is a weekend course).	
PE 1051 American Indian Traditional Dance	1 credit
Introduction to history, songs, etiquette and cultural awareness of American Indian dance with an emphasis on Anishinaabe dances.	
PE/AMIN 1052 American Indian Hand Games	1 credit
This course provides an introduction to the history, rules, etiquette and skills of American Indian Hand Games. Handgames are a highly competitive game of skill and chance. The course focuses on both traditional styles of American Indian Hand Games played at the American Indian Higher Education Consortium Student Conference (AIHEC): Fathead and Cheyenne style. A traditional form of game among Indigenous people, the course also provides cultural awareness.	
PE/GEOG 1054 Using GPS: Geocaching & Field Mapping	1 credit lab
Curious about how to use a GPS unit? This course will inform students about the Global Positioning System (GPS) through both conceptual and hands-on applications, such as geocaching and field data collection. GIS software and associated applications will also be introduced.	
PE 1060 Jujitsu	1 credit
Jujitsu is a traditional Japanese martial art. This art has its roots in the unarmed Japanese samurai tradition. It includes all the components of a complete martial art, such as throwing, joint locks, grappling, blocking, kicking, and striking. It is taught as a traditional martial art and as a basis for self-defense.	
PE 1061* Varsity Athletics-Volleyball	1 credit
Participation in intercollegiate sport competitions, including practices and games as required by the coach. (Prerequisite: Permission from instructor/coach required).	
PE 1062* Varsity Athletics-Football	1 credit
Participation in intercollegiate sport competitions, including practices and games as required by the coach. (Prerequisite: Permission from instructor/coach required).	

PE 1063* Varsity Athletics-Basketball (Men)	1 credit
Participation in intercollegiate sport competitions, including practices and games as required by the coach. (Prerequisite: Permission from instructor/coach required).	
PE 1064* Varsity Athletics-Basketball (Women)	1 credit
Participation in intercollegiate sport competitions, including practices and games as required by the coach. (Prerequisite: Permission from instructor/coach required).	
PE 1065* Varsity Athletics-Softball	1 credit
Participation in intercollegiate sport competitions, including practices and games as required by the coach. (Prerequisite: Permission from instructor/coach required).	
PE 1066* Varsity Athletics-Baseball (Men)	1 credit
Participation in intercollegiate sport competitions, including practices and games as required by the coach. (Prerequisite: Permission from instructor/coach required).	
PE 1075 Officiating Softball	1 credit
Techniques of officiating softball. Preparation for certification by the Minnesota State High School League as an official.	
PE 1076 Officiating Volleyball	1 credit
Techniques of officiating volleyball. Preparation for certification by the Minnesota State High School League as an official.	
PE 1077 Officiating Basketball	1 credit
Techniques of officiating basketball. Preparation for certification by the Minnesota State High School League as an official.	
PE 1078 Officiating Hockey	1 credit
Techniques of officiating hockey. Preparation for certification by the Minnesota State High School League as an official.	
PE 1083 Introduction to Physical Education	2 credit
A study of the history, philosophies of selected leaders, and present trends in physical education. Additional emphasis will be concerned with professional preparation and problems of leadership.	

PE 1099 Special Topics	1–3 credits
Study of special topics in Physical Education. Special course topics will be announced in the class schedule.	
PE 1100 Coaching Methods	2 credits
Course will cover topics and skills appropriate for sports coaching. Topics will include: Coaching philosophies, behavior management in sports, teaching progression, game and practice management, budgeting, psychology of coaching, conflict management.	
PE 2005* Advanced Golf	1 credit
A course for those interested in developing skill beyond the beginning level. Emphasis on the short game, reading a putt. (Additional fee; student provides own equipment). (Prerequisite: PE 1004, one year experience or consent of instructor).	
PE 2007* Advanced Bowling	1 credit
A course for those interested in developing skill beyond the beginning level. Emphasis on a hook ball delivery. (additional fee). (Prerequisite: PE 1006, one year experience with hook ball or consent of instructor).	
PE 2010* Intermediate Tennis	1 credit
For the experienced player who has reasonable control of fundamentals. Emphasis on advanced skills and strategy. (Prerequisite: PE 1009, or one year experience playing, able to sustain a rally. Student provides own racquet).	
PE 2046 Fitness Yoga II	1 credit
This course expands on the fundamentals of Fitness Yoga I, with more emphasis on depth and understanding of postures (poses) breathing techniques, and self-discovery techniques. (Prerequisite: PE 1046 Fitness Yoga I).	
PE 2095* Coaching Practicum	2 credits
This course will provide students with the opportunity to employ coaching knowledge in a practical coaching environment. The student will work closely with a mentor coach in the field and have hands-on experiences that will develop their individual learning. Background check required for this course. (Prerequisite: PE 1100, HLTH 1015, HLTH 1032).	

PHYSICS

It is the mission of the Physics department to provide introductory coursework in the fields of physics, astronomy, and meteorology to meet the need of students in liberal arts and pre-professional programs as well as of students who wish to pursue a career in these fields.

PHYS 1001* **4 credits (3 lecture, 1 lab)** **Introduction to Physics I**

An algebra-based general physics course designed for pre-professional and non-engineering majors. Concepts in mechanics, electricity, magnetism, heat, light, sound, and modern physics will be explored through extensive laboratory activities. (Meets MnTC goal area 3) (Prerequisite: high school Higher Algebra or consent of instructor).

PHYS 1002* **4 credits (3 lecture, 1 lab)** **Introduction to Physics II**

An algebra-based general physics course designed for pre-professional and non-engineering majors. Concepts in mechanics, electricity, magnetism, heat, light, sound, and modern physics will be explored through extensive laboratory activities. (Meets MnTC goal area 3) (Prerequisite: high school Higher Algebra or consent of instructor).

PHYS 1010* **5 credits (4 lecture, 1 lab)** **General Physics I**

Calculus-level general physics course designed for science and engineering majors. Concepts in mechanics, electricity, magnetism, heat, light, sound, and modern physics will be examined. (Prerequisite: Concurrent enrollment in Calculus sequence).

PHYS 1011* **5 credits (4 lecture, 1 lab)** **General Physics II**

Calculus-level general physics course designed for science and engineering majors. Concepts in mechanics, electricity, magnetism, heat, light, sound, and modern physics will be examined. (Prerequisite: Concurrent enrollment in Calculus sequence).

PHYS 1020 **4 credits** **Introductory Astronomy**

An introductory study of the nature and dynamics of the solar system and universe beyond. Observations of the sun, moon, planets, and stars will give students a personal and real-world connection to the universe we live in. (Meets MnTC goal area 3).

PHYS 1030 **3 credits**
Meteorology

An introduction to the study of the nature and dynamics of the Earth's atmosphere with emphasis on meteorological processes and weather observation. Implications of extreme weather on humans and the environment will be examined. (Meets MnTC goal area 3 and 10).

PHYS 1099 **1–3 credits**
Special Topics

Study of special topics in Physics. Special course topics will be announced in the class schedule.

POLITICAL SCIENCE

The mission of the Political Science department is to provide students with a basic overview of the national and international political arenas so that students can better understand how government should work and how it actually does work in the real world.

POLS 1010 **3 credits**
American Government

A study of the structure and function of the national government of the United States. The course examines the Presidency, Congress, and federal courts as well as the impact of interest groups, political parties, and the media upon government. (Meets MnTC goal area 5).

POLS 1020 **3 credits**
State and Local Government

This course examines the structure and function of state and local governments with emphasis on state and local problems and conditions in Minnesota. (Meets MnTC goal areas 5 and 9).

POLS 1030 **3 credits**
International Relations

This course examines contemporary international relations, foreign policy, and international organizations. (Meets MnTC goal areas 5 and 8).

POLS 1099 **1–3 credits**
Special Topics

Study of special topics in Political Science. Special course topics will be announced in the class schedule.

PSYCHOLOGY

The mission of the Psychology department is to provide a basic understanding of the science of psychology, prepare students for further training in the field of psychology, and promote an understanding that psychology is applicable in everyday living.

PSYC 1002 **1 credit**
College Success

The course is designed for students entering or planning to enter college and helps students understand the demands of college life. It explores strategies that contribute to success in college and life. Specific emphasis is placed on the student's exploration of who they are, what kind of expectations they have for themselves, and how to reach their goals. The course will use GPS LifePlan technology to explore college resources and life planning. Students will be prepared for their college experience and be able to meet the expectations of the college environment.

PSYC 1020 **3 credits**
Death, Dying & Bereavement

This course presents an overview of historical and contemporary perspectives on death, dying, and bereavement. Students will have the opportunity to explore their own values, beliefs, and attitudes regarding death-related experiences in our society. Topics include cross-cultural perspectives on death/afterlife, understanding the experience of loss within different developmental stages of life, dying in a technological age, end of life issues including moral and ethical issues, legal issues, rituals and funerals (Meets MnTC goal area 5 and 8).

PSYC 1030 **3 credits**
Drug Use and Abuse

A study of the pharmacology, physiological, psychological, behavioral, and societal effects of mood-altering chemicals. In addition to studying the effects of chemicals on the human body, the course will also examine some of the social, behavioral, and psychological, legal, medical, and rehabilitative aspects of drug use and abuse. (Meets MnTC goal areas 5 and 9).

PSYC 1099 **1-3 credits**
Special Topics

Study of special topics in Psychology. Special course topics will be announced in the class schedule.

PSYC 2001 **4 credits**
General Psychology

An introduction to the scientific study of human behavior: history, background and methods, development, perception, learning, thinking, motivation, emotion, intelligence, personality adjustment, mental health, and social psychology. (Meets MnTC goal area 5).

PSYC 2002**3 credits****Indigenous Psychology**

This course is designed to examine the psychology of Indigenous people of North America. Topics of study include Indigenous theories, the impact of historical trauma on Indigenous peoples, intergenerational trauma, the psychology of internalized oppression, and Indigenous healing interventions. Students will participate in class activities to enhance their understanding of indigenous worldview and learn specific counseling strategies in working effectively with indigenous populations. (Meets MnTC goal areas 5 and 7).

PSYC 2010***4 credits****Developmental Psychology**

This course is designed to provide an overview of human development from conception through death. The course is designed to contribute to the students understanding of changes that occur across the lifespan. Topics include the biological processes, physical development, health, cognitive and socio-emotional development, as well as end of life issues. These topics will lend themselves to discussions that will include public policy and global concerns (Prerequisite: PSYC 2001 or consent of instructor) (Meets MnTC goal areas 5 and 8).

PSYC 2020***3 credits****Group Dynamics**

The course provides the theory and practice in group communication. Topics include development, types and purposes of groups, group process, group norms and leadership skills. Students will spend a substantial part of the course time participating in groups, completing group projects and analyzing group process. (Meets MnTC goal area 5) (Prerequisite: HSER 1001 and HSER 1010).

PSYC 2030***3 credits****Abnormal Psychology**

This course focuses on mental disorders and behavioral deviations with primary emphasis on etiology, classification, symptomology, and alternative therapeutic approaches. (Meets MnTC goal area 5) (Prerequisite: PSYC 2001).

SCIENCE

Courses under the SCI designator primarily apply to those interested in pursuing a major in the Anishinaabe and American Elementary Education program.

SCI 1280**4 credits (3 lecture, 1 lab)****Investigative Science I**

This course is an introduction to the science areas of: life, biology, and engineering for the aspiring elementary education teachers. Basic concepts in chemistry, technology and biology will be covered with an emphasis on the scientific methods, inquiry based with hands on exercises in a lab setting. Anishinaabe aspects of science will be explored. (Meets MnTC goal area 3).

SCI 1285**4 credits (3 lecture, 1 lab)****Investigative Science II**

An exploration of fundamental concepts in Earth and Space Science (chemistry and physics) through inquiry-based, hands-on exercises including the preparation and proper use of equipment and supplies in Earth science laboratory. Emphasis will be placed on science education principles and connections to state and national science education standards. This course will incorporate the Anishinaabe perspective throughout the course. (Meets MnTC goal area 3).

SOCIOLOGY

The mission of the Sociology department is to increase students' awareness of the social realities which impact their lives. These social realities will be examined beyond the common sense contexts of society. Students are encouraged to engage in an objective, socio-historical approach to understand social realities.

SOC 1001**3 credits****Introduction to Sociology**

A survey of the characteristics of human group life with emphasis on the social structure of the social environment and its influence upon the individual. (Meets goal areas 5).

SOC 1020**3 credits****Human Relations**

A study of the contributions and life-styles of the various racial, cultural, and economic groups in our society; recognizing and dealing with dehumanizing biases, discriminations and prejudices; learning to respect human diversities and personal rights; developing positive feelings toward all humanity. (Meets MnTC goal area 5 and 7).

SOC 1050 3 credits**The Family as a Social Institution**

A cross cultural view of marriage and the family with the main emphasis on the contemporary American family. Topics discussed will be dating, counseling, and the adjustment of the spouse/partners (not only to each other, but to other problems such as religion, role, relatives, sex, money and finances, and time management). (Meets MnTC goal area 5).

SOC 1060 3 credits**Human Sexuality**

For that person who wishes both to better understand his/her own sexual needs and behavior and to be more accepting of his/her neighbor whose sexual attitudes and behaviors might be different from his/her own. The major topics covered include the human sexual system, the sexual act, sexual attitudes and behavior, sexual complicators, and sex and society. Ideally suited for teachers, parents of teenagers, or for those persons who work or plan to work with young adults. (Meets MnTC goal area 5).

SOC 1099 1–3 credits**Special Topics**

Study of special topics in Sociology. Special course topics will be announced in the class schedule.

SOC 2001* 3 credits**Human Diversity**

This course will examine the similarities and differences of people from various racial, social and cultural heritages. This course measures understanding of people from diverse groups living throughout the world. The course will emphasize historical developments in the U.S. in terms of interaction, which includes various forms of marginality and oppression. The course will conclude with an evaluation of course content in order for the student to find avenues for increased social involvement. (Prerequisite: College Level Reading and Writing or Instructor Permission).

SOC 2010 3 credits**Social Problems**

Survey of contemporary social problems with emphasis on social disorganizations: mental and physical health, chemical dependency, crime and delinquency, racism and sexism, the elderly population, the environment, and liberties. Origins, social effects, public attitudes, and means of trying to resolve these conditions are stressed. (Meets MnTC goal areas 5 and 7).

SPEECH

The mission of the Speech Communication department is to provide students opportunities for the acquisition and enhancement of effective communication skills in the context of their personal and professional lives, and to help students recognize the importance of communication competence in a culturally diverse world. The department is committed to promoting cultural awareness, appreciation and inclusion in its examination of the communication process.

SPCH 1010 3 credits**Public Speaking**

This course provides students the opportunity to develop and/or enhance their public speaking skills in both formal and informal contexts. With a focus on extemporaneous delivery, students will learn to organize, outline, research, prepare, and deliver introductory, ceremonial, informative, and persuasive speeches. Impromptu, manuscript and group discussion deliveries will also be practiced. The course will include techniques to minimize stage fright, analyze audiences and develop culturally inclusive speaking styles. (Meets MnTC goal area 1).

SPCH 1020 3 credits**Interpersonal Communication**

An introduction to interpersonal communication concepts and theories, this course focuses on the acquisition of knowledge and skill for intrapersonal, interpersonal and intercultural communication competence. The course helps students: assess their strengths and needs as interpersonal communicators; recognize fundamental concepts and theories in everyday and professional situations; and develop and apply appropriate, practical communication skills. Students will learn the various dimensions of interpersonal communication, understand various processes within intrapersonal and interpersonal communication, and become more skilled and confident communicators. (Meets MnTC goal area 1).

SPCH 1030 3 credits**Intercultural Communication**

This course intersects culture and interpersonal communication. The course provides opportunities for the acquisition and enhancement of interpersonal communication skills specific to communicating across various cultural contexts. Examining both culture generals and culture specifics, students learn how culture provides individuals with different worldviews, beliefs, attitudes and values, and examines how this creates difficulties in the intercultural/multicultural communication process. This course is designed to cultivate, promote and increase awareness appreciation, understanding, and communication competence with people outside one's immediate culture. (Meets MnTC goal areas 7 and 8).



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A.S., Lake Superior College

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Business/Economics
M.B.A., College of St. Scholastica
A.S., Fond du Lac Tribal and Community College
A.A., Fond du Lac Tribal and Community College

Montgomery, Sara
Elementary Education
M.Ed., University of Minnesota-Duluth
B.A., College of St. Scholastica

Newcomb, Rain
English
M.A., Western Carolina University
B.A., Guilford College

Northrup, Matthew
History/Native American Studies
B.A., College of St. Scholastica

Olejnicak, Joel
Law Enforcement
B.A., St. Mary's University

Payton, Kariann
Computer Science
M.A., College of St. Scholastica
B.A., College of St. Scholastica

Podeszwa, Catherine
Biology
M.S., University of Minnesota-Duluth
B.A., Carleton College

Popowitz, Coral
Psychology
M.S.W., University of St. Thomas
M.A., Naropa University
B.A.Sc., University of Minnesota – Duluth
B.A., University of Minnesota - Duluth

Randall, Derek
Law Enforcement
A.A.S., Hibbing Community College

Rathsack, Sterling
Art
M.A., University of Wisconsin-Superior
B.F.A., University of Wisconsin-Superior

Ripp, Carolyn
Physical Education
M.A., University of Minnesota-Duluth
B.A., University of Minnesota-Duluth

Rolland, David
Law Enforcement
A.A., Hibbing Community College

Rotta, Douglas
Emergency Medical Services
A.A.S., Alexandria Technical College
License – Emergency Medical Technician

Sack, Carl
Geographic Information Systems
Ph.D., University of Wisconsin – Madison
M.S., University of Wisconsin – Madison
B.S., Northland College

Saletel, Daniel
Law Enforcement
A.S., Rochester Community and Technical College

Salo, Jason
Law Enforcement
Certificate, Fond du Lac Tribal and Community College

Sandal, Jay
Biology
M.S., University of Minnesota-Duluth
B.S., University of Minnesota-Duluth

Savage-Blue, Karen

Art

M.A., College of Santa Fe

B.F.A., University of Minnesota

Schummer, Darci

English

M.F.A., Hamline University

B.A., University of Wisconsin – Eau Claire

Smith, Robert

Football and Women's Basketball Head Coach

B.A., University of Wisconsin – Eau Claire

A.A., Vermilion Community College

Soyring, Robert

Accounting

B.A., University of Minnesota-Duluth

Sparks, Jimmie

Electric Utility Technology

Sylvester, Laura

Physical Education and Volleyball

M.Ed., Bemidji State University

B.A., University of Minnesota-Duluth

Tusken, Michael

Law Enforcement

B.S., Herzing University

A.A.S., Hibbing Community College

Vork, Joe

Nursing

M.S., University of Wisconsin-Eau Claire

B.S., Bemidji State University

A.S., Lake Superior College

Wappes, Connie

Mathematics

M.A., University of Phoenix

B.S., Ohio State University

Weber, Kathleen

Nursing

B.A., College of St. Scholastica

L.P.N. – Duluth Area Vocational Technical Institute

A.D.N. – Wisconsin Indianhead Technical College

Wetherbee, Ted

Mathematics/Computer Science

M.S., Ohio University

B.A., University of Minnesota-Duluth

Winter-Jarvinen, Greta

Chemical Dependency

A.A.S., Fond du Lac Tribal and Community College

A.A., Fond du Lac Tribal and Community College

Certification – Chemical Dependency

Wold, Amy

Biology

M.S., University of Minnesota-Duluth

B.A., Luther College

Wold, Andrew

Biology

M.S., University of Minnesota

B.A., Luther College

Fond du Lac Tribal & Community College Staff

Anderson, Karene

Faculty Administrative Assistant

Diploma, DAVTI

Anderson, Robin

eLearning Support Specialist

Bahen, Kelly

Advisor, TRIO Program

B.A.S., University of Minnesota-Duluth

Bernhardson, Bonnie

College Bookstore Coordinator

A.A., Fond du Lac Tribal and Community College

Bernhardson, Mark

Maintenance Foreman

Bohlmann, Brad

Computer Network Specialist

Bumann, Susan

Admissions Representative

A.A. Candidate, Fond du Lac Tribal and Community College

Clark, Brian

General Repair Worker

Cleveland, Joshua

Admissions Officer

B.S., Winona State University

Dandrea, Tess

Customized Training Representative

B.A., University of Minnesota – Duluth

Driscoll, Lori

Account Clerk

B.S., St. Cloud State University

Edwards-Johnston, Courtney
Advisor, TRIO Program
M.A., University of Wisconsin-Superior
B.A., College of St. Scholastica

Eisenhauer, James
Institutional Research Director
M.P.A., University of Illinois – Chicago
B.A., Marquette University

Fall, Dennis
General Repair Worker
A.A., Fond du Lac Tribal and Community College

Fineday, Herb
Law Enforcement Program Mentor

Gardner, Jeremy
Cultural/Digital Arts Studio Coordinator
A.A.S., Fond du Lac Tribal and Community College

Gelo, Erica
Retention Specialist
B.A., Bethel University
A.A., Fond du Lac Tribal and Community College

Gelo, Joshua
General Maintenance Worker
A.A., Fond du Lac Tribal and Community College

Graves, Tara
M.Ed., University of Minnesota – Duluth
B.A.S., University of Minnesota – Duluth
A.A., Fond du Lac Tribal and Community College

Gustafson, Chad
General Maintenance Worker

Hagenah, Paula
Business Office Clerk
A.A.S., Hibbing Community College

Highland, Stephen
Math Tutor
M.Sc., University of Minnesota–Duluth
B.S., University of Minnesota–Duluth

Hill, Kathie
Financial Aid Specialist
B.A., Bethel University

Isham, Donna
Receptionist
A.A.S., Fond du Lac Tribal and Community College

Johnson, Ariel
Nandagi Kendan Academy Director
B.S., University of Wisconsin-Superior

Johnson, Stacey
Office Clerk
Customized Training & Continuing Education
A.A.S., Lake Superior College

Kolodynski, Rose
Business Office Clerk
B.A. Candidate, Bethel University
A.A., Fond du Lac Tribal and Community College

Kowalczak, Courtney
Environmental Institute Director
M.Ed., University of Minnesota–Duluth
B.S., University of Minnesota–Duluth

Libbon, Sarah
Peer Tutor Coordinator
B.A., University of Minnesota-Morris

Nicholson, Cassandra
Law Enforcement and Nursing Administrative Assistant
A.A., Fond du Lac Tribal and Community College

Olsen, Nancy
Advisor and Disability Coordinator
M.A., University of Minnesota – Twin Cities
B.A., St. Cloud State University

Olson, Amanda
Assistant Registrar
B.S., Excelsior College
A.A., Fond du Lac Tribal and Community College

Paulson, Damien
Coordinator of Placement and CITS
B.A., University of Minnesota-Duluth

Poitra, Peggy
Director of TRIO Programs
M.Ed., University of Minnesota – Duluth
B.S., University of South Dakota

Reed, Sheila
Business Office Account Technician
B.S. Bemidji State University
A.A., Fond du Lac Tribal and Community College

Sorenson, Glen
Science Tutor
B.S., University of Minnesota

Soyring, Mary
Executive Assistant
B.A., Concordia University

Stirewalt, Jesse
Director, Housing
M.S., Gardner-Webb University
B.A., College of St. Scholastica

Sutherland, David
Director, Financial Aid
B.S., University of Minnesota
A.A., Lakewood Community College

Tegels, Ashley
Social Worker
B.S., University of Wisconsin – Superior
A.A., Fond du Lac Tribal and Community College

Tibbetts, Jeffrey
Title III Project Director
M.Ed., University of Minnesota-Duluth
B.A., University of Minnesota-Duluth

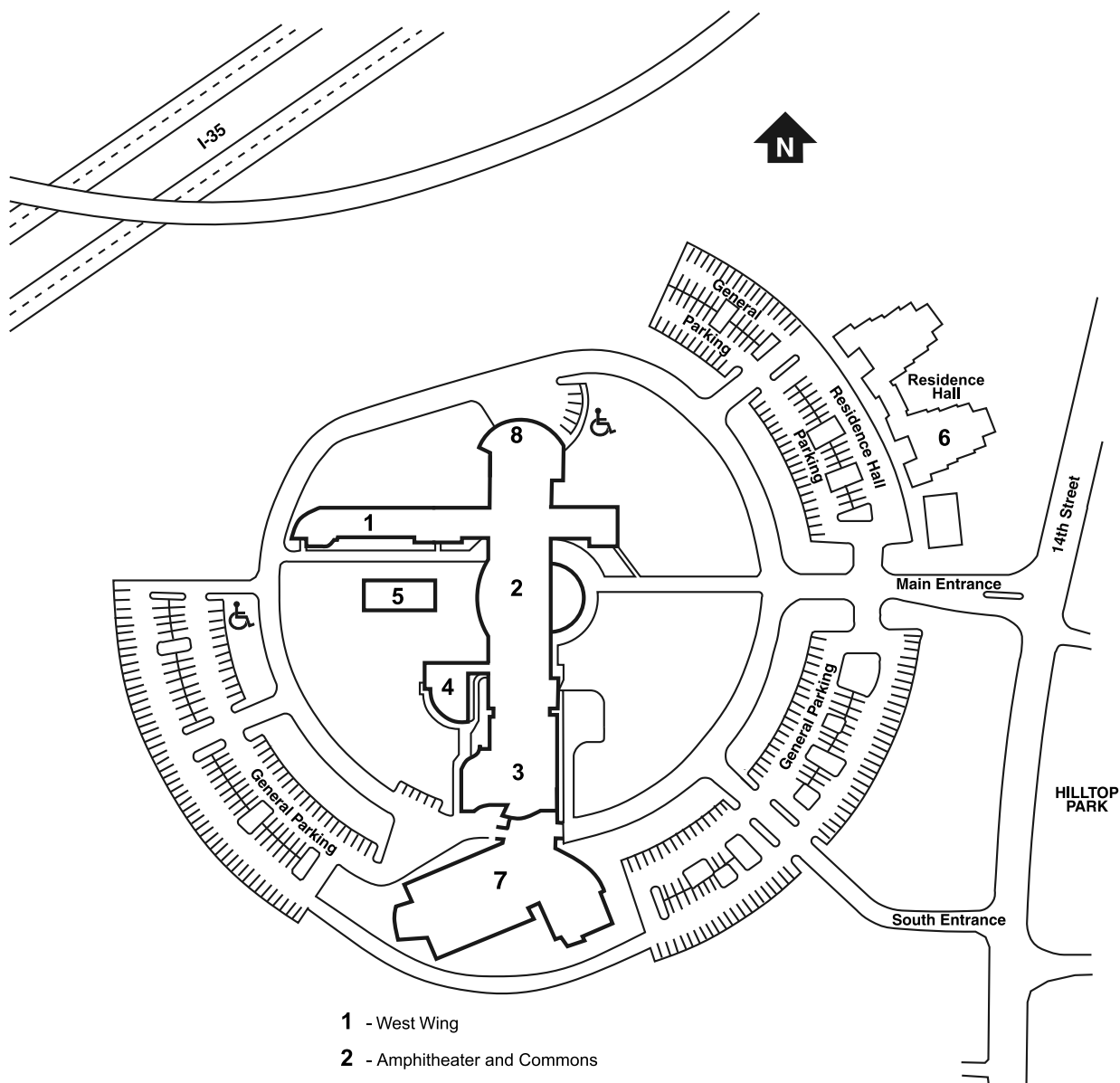
Tollefson, Leah
Registrar
M.S.M., Colorado Technical University
B.A., Concordia University
A.A., Fond du Lac Tribal and Community College

Underthun, Alison
English Tutor
M.A., University of Minnesota – Duluth
B.A., College of Saint Benedict

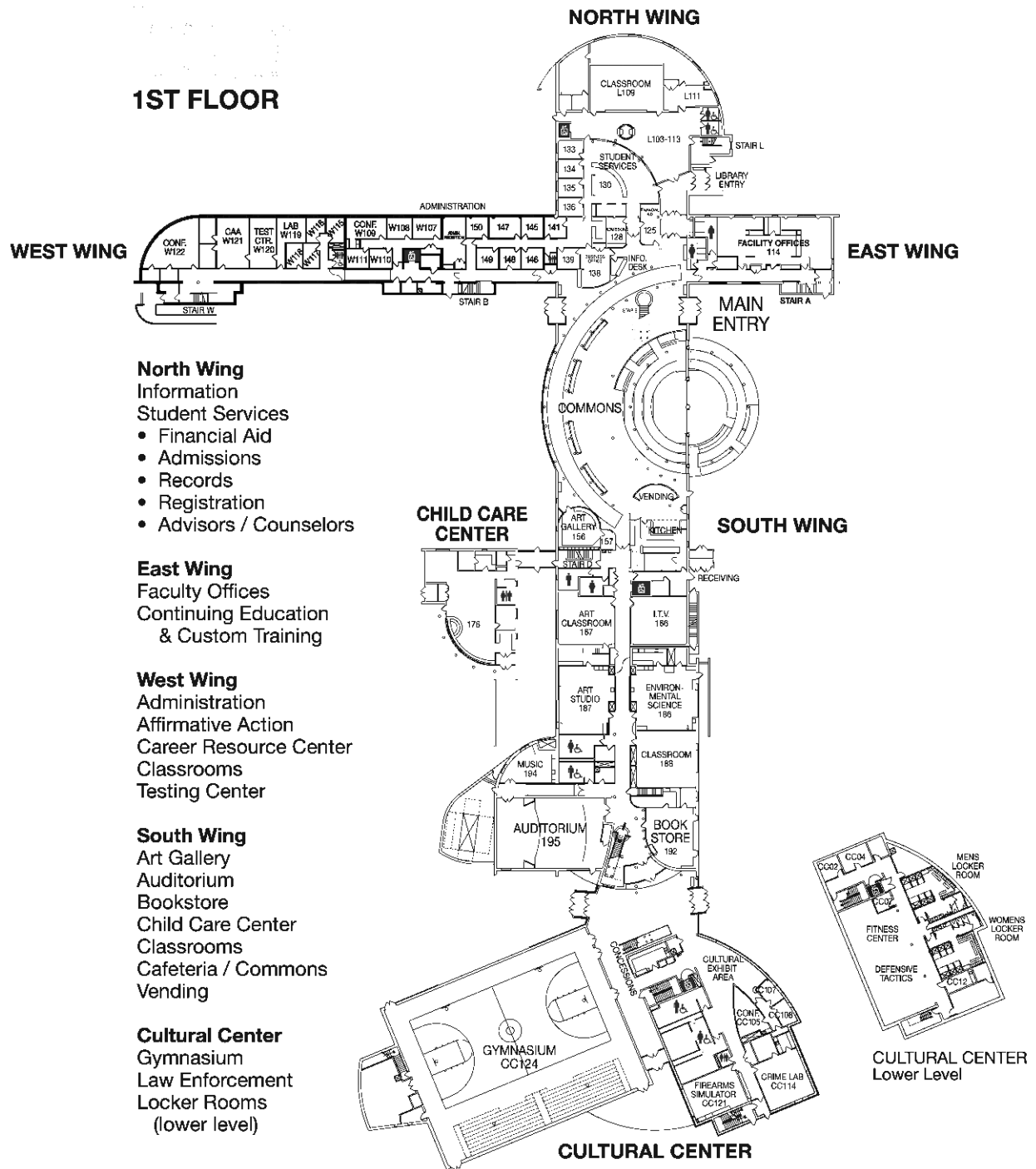
Urbanski, Thomas
Director, Public Information

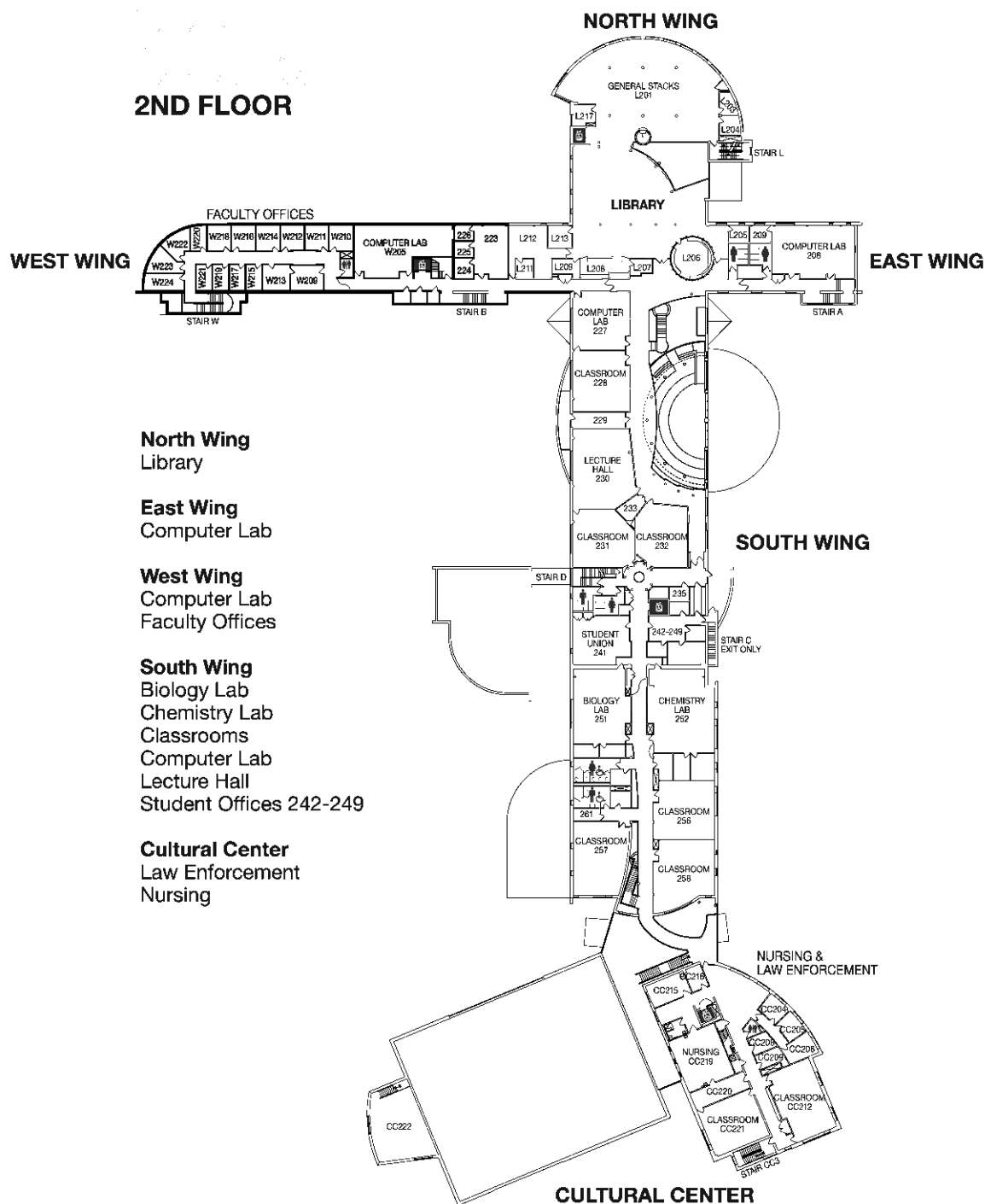
Wappes, Loran
Chief Information Officer
B.E.E., University of Minnesota

Whereley, Jodana
Clerical Floater
B.S., University of Wisconsin, Stevens Point



- 1 - West Wing
- 2 - Amphitheater and Commons
- 3 - South End
- 4 - Childcare Center
- 5 - Center of Excellence
- 6 - Residence Hall
- 7 - Cultural Center
- 8 - Library

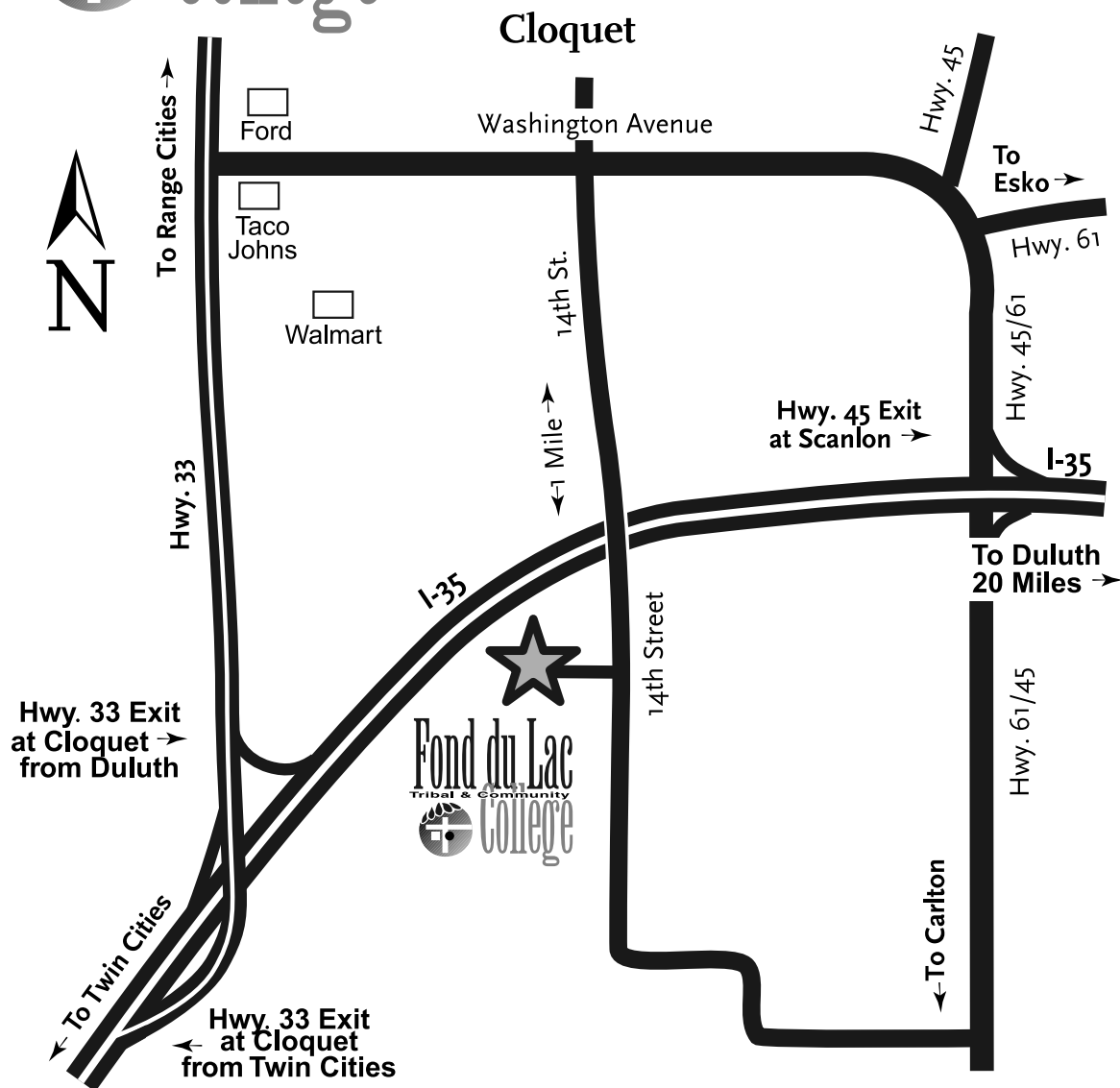






Directions to:

Fond du Lac Tribal & Community College
 2101 14th Street • Cloquet, MN 55720
 (218) 879-0800 • TTY (218) 879-0805
 1-800-657-3712 • Fax (218) 879-0814



Fond du Lac Tribal & Community College is located in Cloquet, approximately 130 miles north of Minneapolis/ St. Paul, and 20 miles southwest of Duluth. From Interstate 35, exit on Highway 33 north into Cloquet. Follow Highway 33 approximately one mile and turn right onto Washington Avenue. Follow Washington Avenue to 14th Street, which is the first four-way stop sign intersection. Turn right onto 14th Street and follow approximately one mile to the college campus, which is on the right-hand side of the street