



College Catalog

2024-2025

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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 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 September 2024.

WELCOME

It is my honor to take this opportunity to welcome you to Fond du Lac Tribal and Community College (FDLTCC). This unique institution was created through the vision of the Fond du Lac Reservation Business Committee, area community leaders, and numerous Minnesota legislators in the early 1980s. The dream of establishing FDLTCC became a reality in partnership with the State of Minnesota after the college was officially founded in 1987. Our beautiful campus was built in 1992 and this year, FDLTCC enters its 37th year of operation!

As the college's fifth president, it is important for me to remember the college's history, and to move forward the legacy of our previous leaders. The historic work of FDLTCC's first president, the late Lester "Jack" Briggs laid the foundation and the path for which both President Emeritus Larry Anderson and the late President Emeritus Stephanie Hammitt followed by keeping student needs in the forefront, to follow our mission, to continue to grow college programming, and to ensure being a Union of Cultures - for what FDLTCC is known for - remains our priority.

Many who work at FDLTCC, including myself, are proud to work at the nation's only institution that is both a Tribal college and state community college. Together, we offer higher education opportunities for our reservation and non-reservation communities in a welcoming, culturally diverse setting. EVERY student who walks our halls and enrolls in courses is given an opportunity to learn in an exceptional higher education environment that is rooted in the history, culture, and language of the Anishinaabeg.

The diversity of this institution is our greatest strength. Our graduates go out into the workforce with a deep understanding of the definition of respect and an appreciation for cultural differences. As a result of the exceptional education students receive at FDLTCC, our graduates improve their lives, the lives of their families, and make our communities better.

Another great asset of our college is the variety of accomplished faculty who teach our students. Our talented instructors include published writers/authors, researchers, musicians, artists, and experienced content experts in our many academic departments.

I firmly believe in a student-centered, holistic approach to education. Our staff and faculty are committed to providing students with support that is grounded in proactively identifying individual barriers and connecting students to campus and community resources as soon as possible to help them be successful. We cannot do this work without the commitment of students who reach out to our supportive staff or faculty regarding any concerns that arise.

Again, welcome to Fond du Lac Tribal and Community College! We are extremely happy you have chosen this special institution to start or continue your educational journey.

Anita Hanson
President

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, chartered as a tribal college by the Fond du Lac Band in 1987 and recognized by Minnesota Legislature that same year 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 Fond du Lac Band of Lake Superior Chippewa and the state. (Minnesota Statute 136F.10) Additionally, legislators wrote into state statute the college's unique mission to serve lower-division students in the immediate area, with a specific focus on serving American Indian students throughout the state, especially in Northern Minnesota. (Minnesota Statute 136F.12). The Minnesota Higher Education Board confirmed Fond du Lac Tribal and Community College as a full community college, according to state system standards for funding.

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

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

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

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

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

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

In 2003, Fond du Lac Tribal and Community College also gained approval from the Minnesota Legislature and the Minnesota State Colleges and Universities Board of Trustees to develop and offer a baccalaureate degree program in Elementary Education. With this approval, Fond du Lac Tribal and Community College is the only community college in Minnesota with the ability to offer four-year bachelor's degrees.

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

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

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

Intercollegiate athletics were added in 2007, beginning with football in the fall 2007 season and women's fastpitch softball in the 2008 spring season. Men's and women's basketball were added in the 2008-2009 season, followed by women's volleyball in 2009 and baseball in 2011. The college was 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 was 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 Anishinaabeg Gigendaasowinan (the Peoples way of knowing) 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.

Fond du Lac Tribal and Community College received accreditation of its Anishinaabeg Gikendaasowinan programs through WINHEC in 2017.

In 2019, the college debuted a new terrazzo floor along the hallway in the south wing of campus. The design features the college's 5 core values.

Fond du lac Tribal and Community College was designated a 2021 Leader College by Achieving the Dream (ATD). The Leader College designation among ATD Network colleges indicates that every person affiliated with an institution is committed to ensuring student success for all of its students.

In 2022 the college debuted a new outdoor classroom. The new space is known as Megwayaak (in the woods) Classroom and located between the campus' amphitheater and the dynamic Chiringa art piece.

After 20 years of planning and collaborative effort, the college launched a Bachelor of Science Degree in Elementary Education with the first cohort of future teachers taking their first classes in January 2023. FDLTCC is the first two-year educational institute in Minnesota to earn approval to offer a baccalaureate degree.

Intercollegiate athletics at the college were discontinued in 2023 in order to provide new opportunities to benefit a larger percentage of students.

The college's interim accreditation report was submitted to WINHEC in 2023.

Accreditation

Higher Learning Commission

Fond du Lac Tribal and Community College is fully accredited by the Higher Learning Commission, which is recognized by the U.S. Department of Education.

For additional information regarding accreditation, student success, and other areas related to academic accountability, contact the HLC at (800) 621-7440 or visit the website at www.hlcommission.org. For more information about FDLTCC's regional accreditation status, see <https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=2141>

WINHEC Accreditation

Fond du Lac Tribal and Community College's Anishinaabeg Gikendaasowinan (the Peoples way of knowing) programs are accredited by the World Indigenous Nations Higher Education Consortium (WINHEC) in accordance with the WINHEC Accreditation Authority. 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 the collective of academic and extension programs within Anishinaabeg Gikendaasowinan at Fond du Lac Tribal and Community College:

- Dibaajimowinaan (Telling Our Story: American Indian Studies AA)
- Niindaa'iwedaa o'oo Gikendaasowin (Let's send this knowledge to the People: Elementary Education AS)
- Bachelor's of Science in Elementary Education
- Giminogi'awasaanaanig Nitaawigi'angwaa (Raise children in a good way as they grow: Early Childhood Development AS, AA)
- Associates of Fine Arts (focused on Ojibwe traditional art forms)
- Ojibwemowin: Ojibwe Language Programs

- Ojibwemotaadidaa Omaa Gidakiiminaang (Ojibwe Language Immersion Academy)
- Environmental Institute and Thirteen Moons
- Preservation of Traditional Arts Extension Program

Anishinaabeg Gikendaasowinan’s vision is to offer learning opportunities that honor and extend the traditional knowledge of the Ojibwe-Anishinaabe 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 Criminal Justice / Peace Officer 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 26 colleges, seven universities, and 54 campuses. Minnesota State serves more than 340,000 students each year, and awards more than 37,000 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 and to address achievement and equity gaps among its Native American students and students of color. 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

monitors student progress by using an early alert communication platform called North Star. The college's reporting processes are held at strategic points each semester. Faculty identify students who are not making academic progress by submitting information on current grades and attendance. 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.

Student success is important at FDLTCC. 92% of 2019-2020 FDLTCC graduates of occupational based programs were employed in jobs related to their field of study and 49% of 2021 graduates continued their education after graduation.

American Indian Higher Education Consortium (AIHEC)

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. AIHEC's underlying philosophy is that Indian people must assume control of their own resources.

The first Tribally controlled college, Navajo Community College, later renamed Dinè College, opened its doors in 1968. There are now 37 tribal colleges in the United States, 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 (WINHEC)

Recognized as an international accrediting authority, the World Indigenous Nations Higher Education Consortium (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 to the United Nations Declaration of the Rights of Indigenous Peoples. Fond du Lac Tribal and Community College became a WINHEC member in 2015

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, Minnesota State shall work to eliminate violence in all its forms. Physical contact by designated system, college, and 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

Damien Paulson, Interim Vice President of Student Services and Enrollment Management Office 147;
218-879-0805 dpaulson@fdltcc.edu

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

ADA/504 Coordinator (Employees)

Lori Driscoll, Executive Human Resources Officer Office W110; 218-879-0879 lori@fdltcc.edu

Accessibility Services (Students)

Trish Berger, Accessibility Coordinator Office 134; 218-879-0864 Trish.Berger@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 Accessibility 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 Accessibility Services 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 Trish Berger (Office 134) at 218-879-0864.

Sexual Harassment and Sexual Violence Policy

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

For additional information on these policies or to report an incident, contact Lori Driscoll, Executive Human Resources Officer (office W111) at 218-879-0879, or Damien Paulson, Title IX Coordinator/ Interim Vice President of Student Services and Enrollment Management (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 12,000 people. The Fond du Lac Reservation Business Committee offices are approximately five 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. The extensive use of large windows provides earth and sky views of the outdoor environment and represents 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 retired 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

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. A variety of student services are available at Fond du Lac Tribal and Community College, designed to meet the needs of students and provide a positive environment for academic and personal growth.

Academic Advising

Academic advising is an integral part of student success at Fond du Lac Tribal and Community College. Students have opportunities to discuss educational, career and personal goals with the college counselor 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.

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.

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/or 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 (CAA) provides services to assist students with the challenges of college coursework. 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. In addition, the CAA is also the site for test proctoring. The CAA 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. Information on starting a new club is available by contacting the student activities coordinator.

Child Care

Licensed childcare services are available on the Fond du Lac Tribal and Community College campus. The childcare service is operated by an independent contractor and is not operated by Fond du Lac Tribal and Community College. The childcare center is open during regular day-school times and serves a range of ages. Need-based financial assistance is available to eligible students. Childcare services and availability are subject to change, for more information call the Li'l Thunder Learning Center at 218-879-0830.

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. Fond du Lac Tribal and Community College also has an open-use, 20station computer lab in the west wing, and additional computer workstations are available in the Center for Academic Achievement (CAA) and Library. 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. Secure wireless access is available throughout the campus.

Accessibility Services

Accommodations and support services for students with disabilities are provided through Accessibility 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 advising, classroom and testing accommodations, auxiliary aids and adaptive equipment, accessibility information, advocacy, and referrals. Students who think they may qualify for services but are unsure about how to provide documentation should contact Accessibility Services. For more information, contact Trish Berger at 218-879-0864.

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 or learning sites. Completing college courses via online learning is also available to students. Each semester courses are offered that utilize the online and distance learning environments.

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 a vehicle in environmental resource areas to follow all points of the College's mission and coordinate ongoing education, research, and outreach, as well as other activities.

Financial Aid

To ensure students' ability to access education, the Financial Aid staff at Fond du Lac Tribal and Community College help students identify and obtain 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 Pantry

The Thunder Food Pantry provides food to students in need of food assistance. Currently enrolled student may check in with their student id during open hours to receive food.

Food Service

Meals are available for purchase Monday through Thursday 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 accommodation for approximately 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 a shower. Each resident has a bed with mattress, 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 non-smoking 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.

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 on the reservation at 1720 Big Lake Road in Cloquet.

The Museum and Cultural Learning Center was established as 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.

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. During the summer Academy, participants can stay on the 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. Local area high schools can participate in the academic year Academy to provide students with monthly or bimonthly opportunities to explore college and career options through hands-on experiences and campus visits. The Academy also provides dorm students a week-long orientation to learn about campus resources, connect with FDLTCC employees, and team build with peers.

Ojibwemowining Resource Center

The Ojibwemowining Language and Culture Resource Center supplements students' education with Native art, books, audio, and video recordings. The digital archives contain Ojibwe-Anishinaabe songs and oral histories for deeper language study and cultural understanding. On-campus recording studios allow the college community to create digital media in the new age of storytelling and language preservation. In addition, the Ojibwemowining Resource Center features a world-class art collection featuring Ojibwe-Anishinaabe artists from across the U.S.

Parking

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

Records Office

Student academic records are maintained in the Records Office. Students may obtain transcripts and registration information through the Records Office or online through their student account.

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. Named after the “grandmother of American Indian Education in Minnesota,” the library serves a dual capacity as both a tribal college and a community college library. The library provides users with a full range of services and access to materials supporting the Fond du Lac Tribal and Community College academic curricula and emphasizing American Indian history, culture, and sovereignty, especially of the Anishinaabeg.

The library’s in-house materials include books, audio-visual items, newspapers and academic journals. American Indian authors and publications are a major focus of all collection areas. Special collections include the Anishinaabe, Minnesota and Indigenous Representation collections. The library’s physical collection is accessed via the on-line catalog system linked with academic libraries in Minnesota and other states. The library provides electronic access to academic databases including scholarly journal and news articles, electronic eBooks and audiobooks and streaming videos. 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.

Student Identification Cards

All students enrolled in classes at Fond du Lac Tribal and Community College may choose to obtain an official college identification card. For more information, contact the Admissions Office or the Information Window.

Resource Navigator

The Resource Navigator 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 adjusting to the rigors of college life. Through a supportive and caring environment, students gain the confidence and skills necessary to succeed in college and their future careers. Individual academic planning, transfer assistance, cultural enrichment events and personal development workshops are available through the TRIO Program.

Workforce Development Department

The mission of the Workforce Development Department is to provide learning opportunities that enhance professional and personal development in a culturally reflective way. To do this we focus on identifying individual, industry, business, and community needs, organizing resources, and creating appropriate educational and cultural programs. We offer high-quality training on topics that benefit the diverse needs of businesses and individuals in the local community and beyond.

The Workforce Development Department also provides Customized Training, which consists of credit or non-credit based courses offered to organizations in the form of workshops, conferences, and seminars. These courses are customized to build on the strengths of employees, upgrade skills, improve productivity, and provide professional development for workers at all levels. Typical courses include topics relating to leadership and supervisory skills, diversity training, customer service, health care, public safety, and energy auditor training. We also offer a wide variety of non-credit courses through our online Ed2Go platform.

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 sessions located at the organization's site 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 an affordable cost.

The goal of the Workforce Development Department is to provide:

- Educational programs for those who want to upgrade their present skills or learn skills that enable them to explore new occupational areas
- Cultural and enrichment activities for groups and individuals to enhance the quality of living in the community
- Continuing education credits for professionals

Arrangements can be made through the Workforce Development Department for courses or workshops designed for professional, business, and industrial organizations, agencies and/or individuals. 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. Customized instruction for almost any topic can be arranged.

ADMISSION & REGISTRATION

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 with proper placement and academic advising. 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 are 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.fdlcc.edu.

- 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 supply documentation of immunization against mumps, measles, rubella, diphtheria, and tetanus, if born in 1957 or later. Refer to the Proof of Immunization section of this catalog for more information.
- All students are highly recommended to complete the online 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.
- Supply documentation (month, day and year) of immunization against mumps, measles, rubella, diphtheria, and tetanus, if born in 1957 or later.
- All students are highly recommended to complete the online orientation session prior to attending college classes.

Out-of-state students

The high school preparation requirements and exceptions for universities must apply to students who have graduated from high schools whose residency is not in Minnesota.

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.
- Fond du Lac Tribal and Community College offers many options for placement: 1. The college can use Accuplacer, ACT, SAT, and MCA scores for course placement; 2. If students do not have scores from the tests previously listed, the High School Grade Point Average (GPA) or guided self-placement will be used to place students into courses; and 3. Students may also use previously passed English and Math courses for placement; please request that your previous college/university send us an official transcript and inform our Admissions staff.

- 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.
- All students are highly recommended to complete the online 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 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 faculty 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 nationally accredited by NACEP, 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 can continue working 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 seeking students must still apply for admission. Credits may go towards graduation upon admission to a degree program.

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.

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 eleven 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

Fond du Lac Tribal and Community College offers a resource center as a space for veterans. Veterans, war orphans, and dependents of disabled or deceased veterans have the opportunity to continue their education under the various educational programs administered by the United States Veterans' Administration.

Veterans may be entitled to educational benefits passed by the federal and state legislatures and may obtain these benefits while pursuing a course of study at FDLTCC.

Certification of enrollment forms must be completed by the Student Records Office. All inquiries concerning the ongoing veterans' program utilizing veteran education benefits should be directed to the Student Records Office. Contact 218-879-0885 or visit room 128.

Please see FDLTCC's website for more information regarding veteran student policies and VA education benefits: <https://fdltcc.edu/student-support/veterans-resources/>

Students Suspended from Other Institutions

According to Minnesota State 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:

- 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 after the first five days must be processed by the 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 with an advisor.

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 or High School GPA 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. 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 math or English 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 complete the online orientation module. 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 online orientation module will be available through D2L Brightspace after the start of the 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.

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:** A \$10.00 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 \$2.00 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 \$0.35 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

Tuition for out-of-state residents is the same as that for in-state residents. Fond du Lac Tribal and Community College does not have a reciprocity policy.

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) Complete the FAFSA application and receive an award letter. 2) Pay either 15% or \$300 (if 15% is greater than \$300) down payment along with an approved Administrative Deferment Request on file. 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.

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

The primary purpose of the Financial Aid Office at Fond du Lac Tribal and Community College is to provide students with 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.

Students apply 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:

Application Process

Beginning October 1 before each school year, applicants can complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The college's Title IV Code is: 031291. 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/paying-for-college/

Email is the official mode of communication at FDLTCC. The Financial Aid Office will correspond with students via their FDLTCC Student Email Account.

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 eService's page. 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 American Indian Scholars Program
- Minnesota Fostering Independence Grant
- Minnesota North Star Promise
- 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 a student's FAFSA information.

- Federal Work Study
- State Work Study

Loan Programs

Student Loans are available to Fond du Lac Tribal and Community College students and/or parents of students. Student 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.

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.

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.

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 2.5 grade point average. Priority is given to students who are active in their community and/or college activities.

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 BankMobile. 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 BankMobile 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 eServices webpage. BankMobile starter kits are sent to each student to the address on file with the college, as well as to their student email account. 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, FN, 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 Minnesota Office of Higher Education (MOHE) refund calculation for Minnesota state financial aid programs.

Any student who receives Federal Financial Aid (Title IV aid) and withdraws from all classes may be required to return Federal Financial Aid. Students who attend more than 60% of the term are considered to have fully earned their financial aid. However, students who did not attend classes until the 60% point of the term, have unearned financial aid that will need to be returned to the U.S. Department of Education (ED). The percent of the semester completed and correspondingly the percentage of aid earned, is calculated by taking the calendar days attended by the student, divided by the total number of calendar days in the term. If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, the student must repay some funds. FDLTCC returns all funds to ED, then bills the student for the amount returned.

For students who have unearned financial aid, it will be returned in the following order:

1. Unsubsidized Direct Loan (Unsub)
2. Subsidized Direct Loan (Sub)
3. Federal PLUS Loans (PLUS)
4. Federal Pell Grants (Pell)
5. Federal Supplemental Educational Opportunity Grants (FSEOG)
6. Iraq and Afghanistan Service Grants

Official Withdrawal

When the student officially withdraws from all courses after the semester begins, the Financial Aid Office will use the date on the Total Withdraw Form to determine the portion of the Federal Title IV aid earned (or could have been earned).

Unofficial Withdrawal

A student is said to have “Unofficially Withdrawn” if they stop attending and receive failing grades in all classes. For a student who has been determined to have unofficially withdrawn, the date of withdrawal for purposes of the Return of Title IV refund calculation is the latest date attended (last date of attendance or LDA) reported by faculty for that term.

Timeframe for R2T4

Federal regulation requires the college to calculate the Return to Title IV refunds within 30 days of determining an official or unofficial withdrawal date. Federal regulation requires the college to refund the Title IV funds determined to be unearned to the U.S. Department of Education (ED) within 45 days of determining an official or unofficial withdrawal date.

Post Withdrawal Disbursement

If there is a credit balance, it must be disbursed as soon as possible and no later than 14 days after the calculation of R2T4. In some cases, a student may withdraw from all courses before aid has been disbursed. A post withdrawal disbursement is done when a student shows they have withdrawn from all their classes prior to financial aid disbursement but began attendance in all courses and are qualified for some (earned) aid. For Title IV grant eligibility only, the earned portion of the grant is disbursed to the student account and a letter is sent to student to notify them of their eligibility and right to return funds within 45 days of the date the school determined the student withdrew.

For loan eligibility, a notice is sent to the students before any funding will be processed. The student must tell the college if they want it disbursed to them directly or to their student account. Loan funds accepted by the student will be disbursed within 180 days of the date the school determined the student withdrew.

State Funds

If the student who totally withdrew (officially or unofficially) from classes received State financial aid funding from programs administered by the MN Office of Higher Education, a portion of the unearned funds must be returned if the total withdrawal took place within the first 20 business days of the semester (full semester classes). Refunds for state aid programs are calculated on a proportional basis using the MN Office of Higher Education’s Refund Calculation Worksheet.

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. At least 15 credits must be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president or designee of the college.
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. At least 15 credits must be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president or designee of the college.
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. At least 15 credits must be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president or designee of the college.
3. Complete with a passing grade AMIN 1050 Anishinaabeg of Lake Superior.
4. 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. At least 15 credits must be taught by the faculty recommending the award. This requirement may be decreased upon recommendation of the faculty and approval by the president or designee of the college.
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 at <https://www.minnstate.edu/board/policy/3-21.pdf>

Fond du Lac Tribal and Community College Minnesota Transfer Curriculum

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 2050 Principles of Ecology (4)
CHEM 1001 Aspects of Inorganic Chemistry (4)
CHEM 1010 General Chemistry I (5)
CHEM 1011 General Chemistry II (5)
CHEM 1020 Environmental Chemistry (10) (4)
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)
PHYS 1020 Introductory Astronomy (4)

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)
- PSYC 2050 Mental Health Crisis Management
- 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 1002 Introduction to Maps (8) (3)
GEOG 1020 Cultural Geography (8) (3)
GEOG 1040 World Regional Geography (8) (3)
HIST 1015 Western Civilization to 1500 CE (8) (4)
HIST 1016 Western Civilization from 1500 CE (8) (4)
HIST 1017 History of Global Civilizations to 1500 CE (8) (4)
HIST 1018 History of Global Civilizations from 1500 CE (8) (4)
HIST 1035 History of United States to 1876 (4)
HIST 1036 History of United States from 1876(4)
HIST 1055 American Indian History to 1840(7) (4)
HIST 1056 American Indian History from 1840(7) (4)
POLS 1010 American Government (3)
POLS 1020 State and Local Government (9) (3)
POLS 1030 International Relations (8) (3)
SUST 1035 Environmental Conservation (10) (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/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 1080 Art History I (8) (3)
ART 1081 Art History II (8) (3)
ART 1082 Survey of North American Indian Art (8) (3)
ART/MMP 1095 Digital Photography (3)
ART/CSCI 1097 Introduction to Digital Graphics (3)
ART 1101 Ojibwe Floral Beadwork I (3)
ART 1102 Ojibwe Floral Beadwork II (3)

ART/MUSC 1250 Foundations of Anishinaabe & American Arts (7) (3)
 ART 2010 Sculpture (3)
 ART 2020 Ceramics (3)
 ART 2101 Ojibwe Floral Beadwork III (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 Writing the Short Story (7) (3)
 ENGL 2015 The Novel (3)
 ENGL 2016 Comics and Graphic Novels (3)
 ENGL 2021 Writing Poetry (3)
 ENGL 2030 Film as Art (8) (3)
 ENGL 2035 The Literature of Science Fiction (7) (3)
 ENGL 2045 Literature By Women (7) (3)
 ENGL 2055 African American Literature (7) (3)
 ENGL/AMIN 2200 American Indian Children's Literature (7) (3)
 ENGL 2105 Writing Creative Nonfiction (3)
 GEOG 2005 Cartography & Visualization (4)
 MMP/ART 1095 Digital Photography I (3)
 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 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/SUST 2070 Environmental Ethics (9) (3)
 SUST/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/EDU 2301 Culturally Responsive Leadership (8) (2)
- ART/MUSC 1250 Foundations of Anishinaabe & American Arts (6) (3)
- EDU/AMIN 2301 Culturally Responsive Leadership (8) (3)
- ENGL 2005 American Indian Literature (6) (3)
- ENGL 2035 The Literature of Science Fiction (6) (3)
- ENGL 2045 Literature by Women (6) (3)
- ENGL 2055 African American Literature (6) (3)
- ENGL/AMIN 2200 American Indian Children's Literature (6) (3)
- HIST 1055 American Indian History to 1840 (5) (4)
- HIST 1056 American Indian History from 1840 (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/EDU 1020 Foundations of Anishinaabe & American Education Systems (3)
- AMIN/EDU 2300 Culturally Responsive Education (1)
- AMIN/EDU 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 1020 Cultural Anthropology (5) (3)
- ART 1005 Art Appreciation (6) (3)
- ART 1080 Art History I (6) (3)
- ART 1081 Art History II (6) (3)
- ECON 2020 Principles of Economics-Macroeconomics (5) (3)
- EDU/AMIN 1020 Foundations of Anishinaabe * American Education Systems (3)
- EDU/AMIN 2300 Culturally Responsive Education (1)
- EDU/AMIN 2301 Culturally Responsive Leadership (7) (2)
- ENGL 2030 Film as ART (6) (3)
- GEOG 1002 Introduction to Maps (5) (3)
- GEOG 1020 Cultural Geography (5) (3)

GEOG 1040 World Regional Geography (5) (3)
 HIST 1015 Western Civilization to 1500 CE (5) (4)
 HIST 1016 Western Civilization from 1500 CE (5) (4)
 HIST 1017 History of Global Civilizations to 1500 CE (5) (4)
 HIST 1018 History of Global Civilizations from 1500 CE (5) (4)
 MUSC 1030 Music of the World's People (6) (3)
 PHIL/SUST 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)
 SPCH 1030 Intercultural Communications (7) (3)
 SUST/PHIL 1030 Introduction to Sustainability (10) (3)
 WGS 1001 Introduction to Women's & Gender Studies (5) (3)

Goal 9: Ethical and Civic Responsibility

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

Students will be able to:

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

(Select one of the courses listed below)

AMIN 1050 Anishinaabeg of Lake Superior (7)* (3)
 AMIN/MMP 1065 Introduction to Digital Storytelling (4)
 MMP 1001 Media & Society (3)
 MMP/AMIN 1065 Introduction to Digital Storytelling (4)
 PHIL 2010 Ethics (6) (3)
 PHIL/SUST 2070 Environmental Ethics (6) (3)
 POLS 1020 State and Local Government (5) (3)
 PSYC 1030 Drug Use & Abuse (5) (3)
 SUST/PHIL 2070 Environmental Ethics (6) (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)

- BIOL 1060 Environmental Science (3) (4)
- BIOL 1065 Ecology of Minnesota (3) (4)
- CHEM 1020 Environmental Chemistry (3) (4)
- EUT/GEOG 1025 Alternative & Renewable Energy Systems (3)
- GEOG 1010 Physical Geography (3) (3)
- GEOG/EUT 1025 Alternative & Renewable Energy Systems (3)
- PHIL/SUST 1030 Introduction to Sustainability (8) (3)
- PHIL 2030 American Indian Philosophy (6) (3)
- SUST/PHIL 1030 Introduction to Sustainability (8) (3)
- SUST 1035 Environmental Conservation (5) (3)

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 website.

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 vice president of academic affairs. 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 vice president of academic affairs 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 vice president of academic affairs 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

Internal Assessment

Students may request to have prior learning evaluated through portfolio review, test out, waiver exams, skills demonstrations, oral interview, written research papers, project evaluation or a hybrid of multiple assessment types by Fond du Lac Tribal and Community College faculty. Students must be enrolled at FDLTCC to be eligible and are unable to receive this assessment if they have previously taken the course or are currently registered for it. Students are not eligible for financial aid for credits obtained through this process.

Students will meet with the instructor of the course to discuss feasibility of completing the requirements of the assessment. If the instructor agrees to the assessment, the student will complete the Credit for Prior Learning form and pay the Business Office the CPL assessment fee of \$100.00 per credit. The assessment fee is non-refundable and does not guarantee awarded credit. The student will bring the form along with the paid receipt to the instructor who will then perform the assessment and issue a grade of Pass (P) or No Credit (NC). The instructor then submits the form to the Registrar for course set up, registration and grading. The instructor will keep a separate record specifying how course outcomes were met by the assessment.

External Assessment

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 (nationally recognized)

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. (Minnesota State Board Policy-3.34.1, Subpart A)

Repeating a Course

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 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.

Satisfactory Academic Progress Policy

(Updated December 15, 2021. This policy is subject to change.)

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

1. QUALITATIVE MEASURE

- a. **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.

2. QUANTITATIVE MEASURE

- a. **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.
- b. **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:

3. 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.

4. FAILURE TO MEET STANDARDS

a. Warning

- i. **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 their 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.
- ii. **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.

- b. **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.

c. Suspension of Students for Other Reason

- i. **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).
- ii. **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; attendance patterns provide evidence of abuse of the receipt of financial aid; and other circumstances.
- iii. **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 their GPA or course completion percentage to meet the standards before the student would reach the end of the program for which they are receiving financial aid, their financial aid eligibility will be suspended immediately.

5. APPEALS AND PROBATION

- a. **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:
 - i. Complete an Academic Appeal (Petition forms are available in the Records Office at Fond du Lac Tribal & Community College);
 - ii. 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;
 - iii. Attend a Student Success Seminar to identify issues and barriers blocking academic success;
 - iv. Meet with an Academic Advisor/Counselor and develop an Academic Plan;
 - v. Submit the Petition form and Academic Plan to the Records Office at Fond du Lac Tribal and Community College;
 - vi. Appeals will be reviewed by an Appeal Committee comprised of the Vice President of Student Services and Enrollment Management or designee, the Vice President of Academic Affairs, and the Financial Aid Director or designee;

- vii. 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.
- b. 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:
 - i. 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
 - ii. Has not met the cumulative grade point average and completion percentage standards, but has met all of the conditions specified in their petition and academic contract/plan, the student will remain on a probation status, and shall be able to register for classes and retain their financial aid eligibility for one subsequent evaluation period, (i.e. a new petition is not required if conditions of petition and academic plan are met), or
 - iii. Has not met the cumulative grade point average and completion percentage standards and has also not met the conditions specified in their petition and academic contract/plan, the student shall be re-suspended immediately upon completion of the evaluation and must appeal their suspension.
- c. 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:
 - i. Submit to the Financial Aid Office a written explanation of why the student has attempted so many credits but hasn't completed their program(s);
 - ii. 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;
 - iii. Maximum Time Frame Appeals will be reviewed by the Financial Aid Director or Financial Aid Specialist;
 - iv. 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 Vice President of Student Services and Enrollment Management or designee.
- d. 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.

6. NOTIFICATION OF STATUS AND APPEAL RESULTS

- a. Status**
 - i. 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.
 - ii. 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.
 - iii. 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.
- b. Appeals**
 - i. 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.

7. 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).

8. 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.

- a. **Academic Amnesty.** FDLTCC does not grant Academic Amnesty.
- b. **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 and meet graduation requirements.
- c. **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.
- d. **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.
- e. **Completion Percentage (Rate or Pace).** Calculated using letter grade of A, B, C, D, S, and P as courses successfully completed.
- f. **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.
- g. **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.
- h. **Developmental Coursework.** Courses numbered below college level 0-999 designed to prepare students for study at the postsecondary level.
- i. **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.
- j. **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.
- k. **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.

- l. PSEO (Post Secondary 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.
- m. Remedial/Developmental Credits.** Remedial/Developmental coursework (below 1000 level) is included in the GPA. Any remedial courses completed prior to August 2021 are included in the completion percentage measurement, but any remedial courses taken beginning or after August 2021 are excluded from the completion percentage measurement. Up to 30 remedial/developmental credits must be excluded from the maximum time-frame calculation.
- n. 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 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.
- o. 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.
- p. 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.
- q. 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.
- r. 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).
- s. 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 & 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.
- t. Withdrawals (W’s).** 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.
- u. “Z” grades.** A temporary grade listed on the transcript until the instructor turns in the final grade to the Registrar. Z’s 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’s Board Policy: <http://www.minnstate.edu/board/procedure/209p1.html> December 15, 2021

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 vice president of academic affairs will be responsible for all final decisions.

Academic Alerts

To improve student success and retention, the college utilizes a student success platform called North Star. The platform allows all students, staff, and faculty to seamlessly communicate with each other to support students throughout the school year. Faculty have the option of submitting academic alerts at any time during the semester if the instructor has a concern regarding a student's academic performance. Identified Student Services staff, coaches and a student support specialist follow up with students to offer support. Students are notified of the instructor's concerns and are encouraged to seek assistance from an advisor, social worker, or other campus or community services or 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 and President's List

After the end of fall and spring semester, Fond du Lac Tribal and Community College publishes the Dean's List and President's List. To qualify for the Dean's list, students need to complete at least 6 credits and earn a 3.0-3.99 GPA. To qualify for the President's list, students need to complete at least 6 credits and earn a 4.0 GPA.

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 contact their transfer institution and 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

uAchieve Degree Audit is a self-directed, automated electronic tool for tracking a student's progress toward completing an academic program (degree, diploma or certificate). uAchieve includes a degree audit system and an automated transfer evaluation system that produces screen, print, and web degree audits and transfer evaluation reports. uAchieve is a CollegeSource, Inc Software product and is currently implemented at all Minnesota State Colleges and Universities institutions. Students can print their own uAchieve degree audit 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 vice president of student services and enrollment management 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 vice president of student services and enrollment management, 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 Vice president of student services and enrollment management.

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)

Limited Directory Information

Student email addresses and Star ID numbers are defined as limited directory data for enterprise technology related purposes internal to the Minnesota State system that are approved by System Office IT, including, but not limited to, inclusion of email addresses and Star ID numbers in a directory accessible to Minnesota State students and employees.

Notwithstanding any other provision of this policy, the following information is defined as Limited Directory Data for purposes of sharing with LeadMN so the association can communicate with their members: Student name, e-mail address, and Student Change Code (NEW/RTN/DROP).

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 Vice President of Student Services and Enrollment Management

Student Activities Office:

See Director of Housing and Student Activities

Student Services:

See Vice President of Student Services and Enrollment Management

C. Records

Business Office:

See Executive 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 including complaints/grievances related to online classes offered out of state. 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 Vice President of Student Services and Enrollment Management (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.

The federal government identifies marijuana use or possession illegal. Cannabis possession, use, and transport is prohibited on campus, including in residential and workplace settings.

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 purposes 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 Executive Information Officer or the Vice President of Student Services and Enrollment Management.

Reviewing Requests for Use of College Property

Requests to use trademarks or logos of the College shall be reviewed by the Director of Marketing and Communications.

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 Executive Information Officer 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

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 website at www.fdlccc.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
- Dibaajimowinan (American Indian Studies)
- Art
- Biology
- Business
- Chemistry
- Child Development
- Criminology/Criminal Justice
- Education
- English
- Environmental Science
- Geography

- Health Sciences
- History
- Law Enforcement
- Mathematics
- Multimedia Production
- 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:

- Biology
 - Biology Transfer Pathway (A.S)
- Broad Field Health Science (A.S.)
- Business
 - Business/Financial Services (A.S.)
 - Small Business Entrepreneurship (A.A.S)
 - Criminal Justice
 - Criminal Justice Transfer Pathway (A.S.)
- Early Childhood Development
 - Early Childhood Development (A.A.S.)
 - Early Childhood Development Transfer Pathway (A.S.)
- Elementary Education
 - Elementary Education (A.S.)
 - Elementary Education (B.S.)
- Environmental Science (A.S.)
- Geographic Information Systems (A.S.)
- Human Services (A.A.S.)
- Multimedia Production (A.A.S.)
- Nursing
 - Nursing (A.D.N.) Science
- Peace Officer / Public Safety
 - Peace Officer / Public Safety Transfer Pathway (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 website.

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

- American Indian Studies
 - Anishinaabe Language Certificate
- Business
 - Small Business/Entrepreneurship Certificate
- Early Child Development
 - Early Childhood Development Certificate
 - Early Childhood Development Diploma
- Elementary Education
 - Culturally Responsive Leadership Certificate
- Geography
 - Geography Foundations Certificate
- Geographic Information Systems
 - Geographic Information Systems Certificate
- Human Services
 - Chemical Dependency Counselor Certificate
 - Certified Peer Recover Support Specialist
- Multimedia Production
 - Multimedia Production Diploma
 - Multimedia Production Certificate
- Nursing
 - Nursing Assistant Certificate
- Peace Officer / Public Safety
 - Peace Officer / Public Safety Skills Training Diploma
- Sustainability
 - Environmental Sustainability Certificate

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.

American Indian Studies

Dibaajimowinaan

(Telling Our Story)

The Dibaajimowinaan (American Indian Studies) associate of arts (AA) degree program welcomes a community of learners that honor and value 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 fulfilling the 10 transfer goal areas and credits necessary for successful transfer. Students deepen their breadth of

knowledge of Indigenous American studies while being thoroughly prepared with a liberal education necessary to success 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 1055 American Indian History to 1840
- HIST 1056 American Indian History from 1840
- AMIN 1001 Intro to Gidizhitwaawinaanin
- AMIN 1061 Ojibwe Seasonal Activities

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 (humanities and fine arts courses):

- ENGL 2005 American Indian Literature
- MMP/AMIN 1065 Digital Storytelling
- MUSC 1035 American Indian Music

Additional courses to be taken:

- Two PE courses: AMIN 1061 Ojibwe Seasonal Activities, PE 1051 American Indian Traditional Dance, or PE 1052 American Indian Games
- One from Goal 4: Mathematical/Logical Reasoning
- One Science course (4 or more credits)

Anishinaabe Language Certificate

(16 Credits)

- ANSH 1001 Introduction to Anishinaabe Language
- ANSH 1002 Anishinaabe Language II
- ANSH 2001 Anishinaabe Language III
- ANSH 2002 Anishinaabe Language IV

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 1082 Survey of North American Indian Art

- ART/AMIN 1045 American Indian Art
- ART/MMP 1095 Digital Photography
- ART/CSCI 1097 Introduction to Digital Graphics
- BUS 1001 Introduction to Business
- AMIN 1001 Introduction to Gidizhitwaawinaanin

Required Program Electives

Select 15 credits from the following courses

- ART 1015 Drawing II
- ART 1030 Painting
- ART 1035 Painting II
- ART 1101 Ojibwe Floral Beadwork I
- ART 1102 Ojibwe Floral Beadwork II
- ART 2101 Ojibwe Floral Beadwork III
- ART 1080 Art History I
- ART 1081 Art History II
- ART 1070 Introduction to Jewelry
- ART 2001 Digital Photography II
- ART 2010 Sculpture
- ART 2015 Sculpture II
- AMIN/ART 2035 Regalia-Traditional Dress and the Arts of Ojibwe Culture
- ART 2030 Portfolio Development
- AMIN/MMP 1065 Introduction to Digital Storytelling
- ART 1099 Special Topics

General Education Requirements

- AMIN 1050 Anishinaabeg of Lake Superior
- BIOL 1010/1060 Aspects of Biology or Environmental Science
- ENGL 1101 College Composition
- HIST 1055 American Indian History to 1840

HIST 1056 American Indian History from 1840

Select one of the following:

- MATH 1025 Introduction to Contemporary Mathematics
- MATH 1030 Introduction to Statistics
- MATH 1010 College Algebra
- SPCH 1010 Public Speaking

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 childcare/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. This program's requirements are subject to change without notice due to continuous development in achieving teacher standards.

Early Childhood Development Certificate

(16 credits)

- AMIN/EDU 1020 Foundations of American and Anishinaabe Education Systems
- CDEV/EDU 1210 Child Growth and Development
- HLTH 2100 Community Health/Wellness for Educators
- CDEV 1230 Positive Child Guidance
- CDEV 1340 Learning and Curriculum

Early Childhood Development Diploma

(32 credits)

- AMIN/EDU 1020 Foundations of American and Anishinaabe Education Systems
- CDEV/EDU 1210 Child Growth and Development
- HLTH 2100 Community Health/Wellness for Educators
- CDEV 1230 Positive Child Guidance
- CDEV 1340 Learning Environment and Curriculum
- CDEV 2510 Practicum I

- CDEV 1252 Observation and Assessment
- CDEV/EDU 2640 Curriculum Planning
- ENGL 1101 College Composition
- PSYC 2001 General Psychology

Early Childhood Development Associates of Science Transfer Pathway Degree (60 Credits)

- AMIN/EDU 1020 Foundations of American and Anishinaabe Education Systems
- CDEV/EDU 1210 Child Growth and Development
- HLTH 2100 Community Health/Wellness for Educators
- 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/EDU 2640 Curriculum Planning
- ENGL 1101 College Composition
- SPCH 1010 Public Speaking OR SPCH 1020 Interpersonal Communication (accepted)
- SOC 1050 The Family
- AMIN 1050 Anishinaabeg of Lake Superior
- PSYC 2001 General Psychology OR PSYC 2002 Indigenous Psychology (recommended)

Electives:

- Goal area 3 Natural Science with a lab
- Goal Area 4 Mathematical/Logical Reasoning
- Goal Area 6 Recommendation AMIN 2200 American Indian Children's Literature
- Goal Area 10 Select One Course

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

- AMIN/EDU 1020 Foundations of American and Anishinaabe Education Systems
- CDEV/EDU 1210 Child Growth and Development
- HLTH 2100 Community Health/Wellness for Educators
- 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/EDU 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 and 1 course in Goal Areas 5b, 6, 8 or 10.

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 bachelor's of science degree in Elementary Education and the associate of science degree in Anishinaabeg and American Elementary Education provides content and pedagogy that incorporates a culturally responsive approach to education that is blended and rooted in native language, family and community within a learning environment that is maintained and assessed in culturally appropriate ways. This approach to education is infused throughout the curriculum and students leave this program ready to serve their Indigenous community.

The Elementary Education programs are :

- 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.

Associate of Science Degree

(60 credits)

Required Program Courses

- *AMIN 2300 Culturally Responsive Education
- ANSH 2010 Anishnaabe Language for the Classroom
- *HLTH 2100 Community Health and Wellness for Educators
- *MATH 1050 Math for Elementary Education Teachers
- EDU/CDEV 1210 Child Growth & Development
- EDU/CDEV 2640 Curriculum Development

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
- SOC 2001 Human Diversity
- HIST 1035 History of United States to 1876
Or
- HIST 1036 History of United States from 1876
OR
- HIST 1055 American Indian History to 1840
OR
- HIST 1056 American Indian History from 1840*
- MATH 1025 Contemporary Math
- *ENGL/AMIN 2200 American Indian Children's Literature
- ANSH 1001 Introduction to Anishinaabe Language
- *AMIN/EDU 1020 Foundations of American/Anishinaabe Education
- AMIN 1050 Anishinaabe of Lake Superior

Goal 10 one course

Bachelor of Science Degree (120 Credits)

In addition to the 60 credits above, students seeking a B.S. in Elementary Education that leads to licensure take:

- *EDU 3100 Language Arts Methods I
- *EDU 3121 Science Methods
- *EDU 3210 Educational Psychology
- *EDU 4100 Classroom Management
- *EDU 4101 Curriculum and Instruction
- *EDU 3101 Language Arts Methods II
- *EDU 3120 Social Studies Methods
- *EDU 3200 Children with Exceptionalities
- *EDU 4102 Differential Instruction and Assessment
- *ANSH 2010 Anishinaabe Language for the Classroom
- *EDU 3105 Performance Assessment for Teacher Candidates
- *EDU 3124 Art Methods
- *EDU 3122 Math Methods for Elementary Education
- *EDU 4120 The Professional Educator
- *EDU 3123 Music Methods for Elementary Teachers
- *EDU 3215 Educational Technology
- *EDU 3125 Physical Education Methods
- *EDU 3205 Health & Wellness for K-6 Educators
- *EDU 3102 Literacy Strategies for K-6 Teachers
- *EDU 4500 Student Teaching
- EDU/AMIN 2301 Culturally Responsive Leadership
- EDU/AMIN 2300 Culturally Responsive Education

*Meets Minnesota Professional Education Licensure and Standards Board (PELSB) requirements for 8710.3200 Teachers of Elementary Education

Culturally Responsive Leadership Certificate

Required Certificate Courses

- ANSH 1001 Introduction to Anishinaabe Language
- ANSH 1002 Anishinaabe Language II
- ANSH 2001 Anishinaabe Language III
- ANSH 2010 Anishinaabe Language for the Classroom
- AMIN/EDU 2300 Culturally Responsive Education
- AMIN/EDU 2301 Culturally Responsive Leadership
- PSYC 2002 Indigenous Psychology

Geographic Information Systems

The Geographic Information Systems (GIS) and associate of science degree and certificate provide specialized technical and career training for spatial problem solving, map-making, and remote sensing applications. Geospatial technologies provide powerful data processing and mapping tools that are utilized by professionals in highly diverse fields such as natural resources, health care, law enforcement, land management, and city planning.

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 find this field appealing as a gateway to a computer science major.

Students who graduate from the GIS program at FDLTCC will:

1. Be able to use modern geospatial technologies including GPS devices, UAVs (drones), 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 in GIS

(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/CSCI 2051 Web Mapping
- GEOG 2050 GIS Applications
- GEOG 2090 Undergraduate Research or GEOG 2096 GIS 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.

Geographic Information Systems 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/CSCI 2051 Web Mapping

Geography Foundations

Required Certificate Courses

- GEOG 1002 Introduction to Maps
- GEOG 1010 Physical Geography
- GEOG 1020 Cultural Geography
- GEOG 1040 World Regional Geography
- SUST 1035 Environmental Conservation

Electives

- GEOG/SUST 1015 Geography of Food OR
- GEOG 2010 Disasters

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

- CDEP/PSYC 2040 Life Management – Second Stage Recovery
- 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 CDEP 2050 Chemical Dependency Practicum I
- HSER 2090 (must have 4 credits to graduate))
- PSYC 1030 Drug Use and Abuse

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

(See advisor for recommended courses)

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

Peer Recovery Support Specialist Training

Required Courses

- CDEP 1001 Certified Peer Recovery Support Specialist

Criminal Justice / Peace Officer

The mission of the Criminal Justice & Peace Officer Program at the Fond du Lac Tribal and Community College is to provide exceptional theoretical and experiential learning opportunities to our students with a focus on best practices in 21st Century Policing, procedural justice, ethics, diversity, crisis management, and embracing the tenants of community policing-building partnerships, preventing crime and fear of crime, and innovative problem solving.

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 Criminal Justice / Peace Officer 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 Criminal Justice / Peace Officer Transfer Pathway (68 credits)

Required Program Courses

- CJPO 1001 Introduction to Criminal Justice
- CJPO 1005 Seeking Careers in Criminal Justice
- CJPO 1010 Juvenile Justice
- CJPO 1020 Criminal Investigations
- CJPO 2010 Criminal Procedures
- CJPO2020 Minnesota Statutes
- CJPO 2030 Peace Officer and Community
- CJPO 2050 Use of Force I: Defensive Tactics
- CJPO 2051 Use of Force II: Firearms
- CJPO 2040Skills I
- CJPO 2053 Skills II
- CJPO 2054 Skills III

General Education Courses

- ENGL 1101 College Composition AND
- ENGL 1120 Writing for Professionals OR ENGL 1120 Writing for Professionals
- MATH 1010 College Algebra

OR

- MATH 1025 Intro to Contemporary Math
- OR
- MATH 1030 Introduction to Statistics
- PSYC 2050 Mental Health Crisis Management
- SOC 2050 Diversity and Intercultural Leadership
- PHIL 2010 Ethics
- AMIN 1050 Anishinaabeg of Lake Superior
- SPCH 1030 Intercultural Communications

Additional MnTC Credits:

- Select additional credits from MnTC Goal areas to reach 68 total credits.

Associate of Science Criminal Justice Transfer Pathway (60 credits)

Required Program Courses

- CJPO 1001 Introduction to Criminal Justice
- CJPO 1010 Juvenile Justice
- CJPO 2030 Peace Officer and Community
- SOC 2050 Diversity and Intercultural Leadership

General Education Requirements

- ENGL 1101 College Composition
- ENGL 1120 Writing for Professionals OR
- ENGL 1102 Advanced College Composition
- SPCH 1020 Interpersonal Communication OR SPCH 1010 Public Speaking
- BIOL 1060 Environmental Science and
- One Additional Goal 3 Course
- MATH 1030 Introduction to Statistics
- PSYC 2050 Mental Health Crisis Management
- SOC 1001 Introduction to Sociology

One additional course Goal 5 Group 2

- PHIL 2010 Ethics and One additional course Goal 6 other than PHILAMIN 1050 Anishinaabeg of Lake Superior
- SPCH 1030 Intercultural Communication

Elective Requirements:

- Select 7-8 credits of additional coursework that is relevant to your intended career path or transfer program.

Criminal Justice / Peace Officer Skills Diploma (44 credits)

Required Program Courses

- CJPO 1001 Introduction to Criminal Justice
- CJPO 1005 Seeking Careers in Criminal Justice
- CJPO 1010 Juvenile Justice
- CJPO 1020 Criminal Investigations
- CJPO 2010 Criminal Procedures
- CJPO 2020 Minnesota Statutes
- CJPO 2030 Peace Officer & Community
- CJPO 2050 Use of Force I: Basic Defensive Tactics
- CJPO 2051 Use of Force II: Firearms
- CJPO 2040 Skills I
- CJPO 2053 Skills II
- CJPO2054 Skills III
- PSYC 2050 Mental Health Crisis Management
- SOC 2050 Diversity & Intercultural Leadership

The Peace Officer / Public Safety Skills Training 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.

Multimedia Production

Multimedia production is digital storytelling using photography, audio, video, computer animation, and writing for media. While enrolled in classes at FDLTCC, students have access to everything needed for multimedia production including cameras, microphones, audio mixers, lights, computers, editing software, and much more, all available at the Ojibwemowining Digital Arts and Storytelling (ODAS) Studio on campus.

Associate of Applied Science Degree in Multimedia Production (60 credits)

Required Program Courses

- MMP 1001 Media and Society
- MMP/AMIN 1065 Introduction to Digital Storytelling
- SPCH 1020 Interpersonal Communication
- BUS 1001 Introduction to Business
- ENGL 1101 College Composition
- ENGL 1120 Writing for Professionals

Four of the Following for 12 Credits:

- MMP 1095 Digital Photography
- MMP 1070 Audio Production
- MMP 1080 Video Production
- MMP 2095 Internship
- ART/CSCI 1097 Introduction to Digital Graphics
- ENGL 2016 Comics and Graphic Novels

General Education Requirements

- Goal 1 Communication:
 - Completed with ENGL 1101, ENGL 1120, SPCH 1020
- Goal 3 Natural Sciences: 7 credits
 - BIOL1060 Environmental Science
 - One other 3 credit Natural Science course
- Goal 4 Mathematical/Logical Reasoning: 3 credits
 - One course
- Goal 5 History/Social Behavioral Science: 6 credits
 - Group 1 – 1 Course
 - Group 2 – 1 Course
- Goal 6 Humanities and Fine Arts: 6 credits Choose 2 of:
 - ART/AMIN 1045 American Indian Art
 - MUSC 1035 American Indian Music
 - THTR 1001 Introduction to Theater
 - ENGL 2030 Film as Art
 - GEOG 2005 Cartography & Visualization
- Goal 7 Human Diversity: 3 credits
 - AMIN 1050 Anishinaabeg of Lake Superior
 - Goal 8 Global Perspective: 3 credits (choose one)
 - SPCH 1030 Intercultural Communication
 - WGS 1001 Intro to Women's & Gender Studies

- Goal 9 Ethical and Civic Responsibility:
 - Completed with AMIN 1050, AMIN/MMP 1065, MMP 1001
- Goal 10 People and the Environment:
 - Completed with BIOL 1060

Physical Education: 1 credit (Choose 1)

Multimedia Production Diploma

(37 credits)

Required Program Courses

- MMP 1001 Media and Society
- MMP/AMIN 1065 Introduction to Digital Storytelling
- SPCH 1020 Interpersonal Communication
- BUS 1001 Introduction to Business
- ENGL 1101 College Composition
- ENGL 1120 Writing for Professionals

Two of the Following for 6 Credits

- MMP 1060 Media Photography
- MMP 1070 Audio Production
- MMP 1080 Video Production
- MMP 1090 Computer Animation

General Education Requirements

- Goal 5 History/Social Behavioral Science
 - Group 1 – 1 Course 3 Credits
- Goal 6 Humanities and Fine Arts: 3 credits Choose 1 of:
 - ART/AMIN 1045 American Indian Art
 - MUSC 1035 American Indian Music
 - THTR 1001 Introduction to Theater
 - ENGL 2030 Film as Art
- Goal 7 Human Diversity: 3 credits
 - AMIN 1050 Anishinaabeg of Lake Superior
- Goal 8 Global Perspective: 3 credits (Choose one)
 - SPCH 1030 Intercultural Communication
 - WGS 1001 Intro to Women's & Gender Studies

Multimedia Production Certificate

(16 credits)

Required Program Courses

- MMP 1001 Media and Society
- MMP/AMIN 1065 Introduction to Digital Storytelling
- SPCH 1020 Interpersonal Communication
- BUS 1001 Introduction to Business
- ENGL 1101 College Composition

Nursing

The nursing program at FDLTCC prepares graduates to provide culturally competent nursing care in a wide variety of roles and settings. The program aims to educate nurses to meet the needs of the Indigenous and rural communities. Nursing students are prepared to provide excellent nursing care that is compassionate, safe, and culturally competent 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.

The Associate Degree Nursing program at FDLTCC is approved by the Minnesota Board of Nursing and holds national accreditation with the Accreditation Commission for Education in Nursing.

Upon completion of this program the graduate is eligible to sit for the professional nurse (RN) licensure exam.

Nursing Assistant and Home Health Aid Certificate (4 credits)

- HLTH 1005 Introduction to Nursing/NA/

Associate Degree in Nursing (64 credits)

Required Program Courses

- NURS 1002 Nursing Pharmacological Concepts I
- 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 2002 Nursing Pharmacological Concepts II
- NURS 2131 Holistic Nursing Care III Mental Health
- NURS 2132 Holistic Nursing Care III MH Clinical
- NURS 2133 Holistic Nursing Care III Maternal Child
- NURS 2134 Holistic Nursing Care III MC Clinical
- NURS 2140 Holistic Nursing Care IV
- NURS 2142 Holistic Nursing Care IV Clinical
- NURS 2130 Community Clinical
- NURS 2145 Nursing Leadership

General Education Requirements

- HLTH 1005 Introduction to Nursing (prerequisite) or current MN Nursing Assistant Registry
- HLTH 1032 Professional Basic Life Support (prerequisite) or current Basic Life Support for Health Care
- ENGL 1101 College Composition (prerequisite)
- BIOL 1101 General Biology (prerequisite)
- BIOL 1005 Medical Terminology (prerequisite)
- 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)
- AMIN 1050 Anishinaabeg of Lake Superior

Required for LPN advanced entry prior to semester 3 (Advanced Standing Credits=5)

- NURS 2015 Transition to Professional Nursing

Elective

- NURS 2090 Cultural Bridges of Care

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 (60 credits)

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 Fundamentals of 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.

The Environmental Science program gives an option of two more specialized tracks within the degree. You choose the pathway best suited to your educational goals or do both. 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
- PHIL/SUST 2070 Environmental Ethics
- SUST 1035 Environmental Conservation

Choose One of the Following Tracks:

Geospatial Science Track

- GEOG 2001 Introduction to GIS
- GEOG 2030 Remote Sensing Environment
- GEOG 2050 GIS Applications

Sustainable Food Systems Track

- AMIN 1061 Ojibwe Seasonal Activities (take for 2 terms)
- SUST 2090 Field Experience: Summer
- SUST 2091 Field Experience: Fall
- SUST 2095 Capstone in Sustainable Food Systems

A separate Environmental Sustainability Certificate is available for any student who is interested in gaining more knowledge about sustainable food systems and other aspects of sustainability.

Environmental Sustainability Certificate (16 credits)

Required Program Courses

- AMIN 1060 Traditional Subsistence Patterns
- AMIN 1061 Ojibwe Seasonal Activities
- SUST 2090 Field Experience: Summer
- SUST 2091 Field Experience: Fall
- SUST 2095 Capstone in Sustainable Food Systems

Electives (Choose one course 3 credits)

- AMIN 1050 Anishinaabeg of Lake Superior
- BIOL 1065 Ecology of Minnesota
- BUS 1002 Introduction to Entrepreneurship
- EUT/GEOG 1025 Alternative and Renewable Energy
- GEOG 1020 Cultural Geography
- GEOG/SUST 1015 Geography of Food
- GEOG 2001 Introduction to GIS
- PHIL/SUST 1030 Introduction to Sustainability
- PHIL 2030 American Indian Philosophy
- PHIL/SUST 2070 Environmental Ethics
- SUST 1035 Environmental Conservation

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:

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

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 2001 3 credits Financial Accounting I

Accounting is the language of business. It is a means of communicating financial information to external parties through the balance sheet and the income statement. This course focuses on the process of how to record, classify, measure, and report business and small business data.

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, price level changes, partnerships and corporations, long-term liabilities, statement of cash flows, financial statements analysis, present value concepts, as well as other special business topics.

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.

AMERICAN INDIAN STUDIES

The mission of the American Indian Studies department is to provide for an 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 1001 1 credit Introduction to Gidizhitwaawinaanin (our cultural standards)

This one credit course provides an orientation to the American Indian Studies program by introducing students to Gidizhitwaawinaanin. The course provides a model of learning that reflects the Ojibwe-Anishinaabe lifeway and view examining Gidizhitwaawinaanin in an integrative and interactive format. The different teaching and learning methods and practices include: experiential exercises, talking circles, focused activities, collective oral and shared writing activities, all with a focus on understanding Gidizhitwaawinaanin.

AMIN/EDU 1020 3 credits Foundations of Anishinaabe and American Educational Systems

This course introduces prospective teacher candidates to the teaching profession. The major purpose of this course is to help students clarify their thoughts and feelings about becoming a professional educator and to develop educational philosophies that they will bring into their classrooms. This course is taken by both prospective elementary education teachers and early childhood students. In addition, the importance of embedding the Anishinaabe perspective into the curriculum will be stressed. This course also introduces candidates to educational assessments, portfolios, curriculum, and organizations within the educational systems. Early Child Development students complete fifteen (15) hours of field experience (observation and participation) in the classroom/community. Elementary Education students complete ten (10) hours of field experience.

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 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 60's. 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 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 as well.

AMIN/PE 1052 1 lab 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 1061 1 lab credit Ojibwe Seasonal Activities

These courses facilitate participation in traditional Ojibwe seasonal activities that are physical in nature yet allow for a broad range of physical abilities. Each activity acquaints and/or further engages students in the traditional processes, protocols and skills necessary to the seasonal activity (e.g. canoeing, hide tanning, maple sugaring, wild rice harvesting, dancing, etc.). The course is hands-on activity based and seasonally driven. All activities are participatory requiring students to participate indoor or outdoor depending on the activity. Anishinaabe knowledge is not required but is learned throughout the activity. Each activity is prearranged with Instructor as an independent-study style course. Students propose what the activity is, when and where the activity will take place and how they will achieve the necessary learning outcomes. This course fulfills PE requirements and can be retaken with different seasonal activities (for a total of up to 3 credits)

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

Introduction to Digital Storytelling is designed for students with no previous experience in multimedia production. The course includes discussions of multimedia examples of storytelling combined with hands-on experience in producing original content using photography, audio, video, and animation. By highlighting the legal, moral, and ethical issues involved in multimedia production, students will also improve their media literacy skills. Students will learn about Indigenous approaches to storytelling and are encouraged to utilize their own perspective in the digital production of their stories.

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

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 FDLTCC 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 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 & customs, the unique legal & 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

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/SOC 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 & language revitalization, religion, health & welfare, and self-governance.

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 create clothing and regalia suitable for indigenous ceremony and rituals of celebration. It is advantageous for students to have previous experience.

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. Apply five hours of interactive experience in an elementary classroom.

AMIN/EDU 2300* 1 credit Culturally Responsive Education

Students in this course will use the "Cultural Standards for Educators" assessment, as a tool to assist in the process of self-reflection as a way of understanding a culturally responsive classroom. Anishinaabe practices will be introduced throughout the course. Students will become familiar with the different resources available within the community to enhance the project.

AMIN/EDU 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 project of their choice that will be useful for classroom purposes. Multiple perspectives, cultural norms and the development of learning communities as an educator will be presented throughout the curriculum. Leadership skills of communication, positivity, and engagement of the community will be practiced. Students will identify and utilize appropriate sources of Ojibwe- Anishinaabe cultural, historical, social, and political knowledge to apply to this classroom project.

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 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 to lead to the delivery of oral presentation.

ANSH 1001 4 credits Introduction to Anishinaabe Language

This course is the first of a two-semester sequence of Anishinaabemowin. The overall goal of this course is to develop a beginning level proficiency in Anishinaabemowin. Students will begin to develop skills in listening, writing, reading, and speaking. The course will focus on basic grammatical structure and vocabulary related to a variety of everyday tasks such as: greeting a classmate, introducing oneself, talking about the calendar, and describing people and animals. Ojibwe cultural topics related to these tasks will also be discussed such as naming ceremonies, the Ojibwe clan system, and seasonal activities. Instruction will be in both Anishinaabemowin and English with an increasing emphasis on immersion methodology. By the end of this course students will have a solid foundation on which to build further study of the Anishinaabe language.

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.

ANSH 1010 1 credit Examination of Anishinaabe Language

An overview of the Anishinaabe language at an introductory level.

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.

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.

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. 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.

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 FDLTCC, 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 FDLTCC 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.

ANTHROPOLOGY

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

ANTH 1001 3 credits Introduction to American Indian Studies

This course will look at the various American Indian cultures of North America. North American prehistory and the historic period from contact to the present will be addressed. Indian history, religion, and philosophy will be studied with the emphasis on the Anishinaabe people of Minnesota.

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.

ART

Art instruction at FDLTCC 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 (1 lecture, 2 lab) 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.

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.

ART 1010 3 credits (1 lecture, 2 lab) 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.

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.

ART 1020 3 credits (1 lecture, 2 lab) 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.

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 painting mediums, brush technique and composition.

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.

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, and composition.

ART 1050 3 credits Ojibwe Traditional Design

This course provides students with an overview of Ojibwe traditional designs as used across multiple Ojibwe art forms. Hands-on activities in the course help students understand how designs traditionally were incorporated into every-day life.

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.

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.

ART 1082 3 credits Survey of North American Indian Art

This course is a comprehensive survey of the visual arts of North American Indians including pre-contact, early contact era, and the evolution of Indian art forms in contemporary times. Analysis of historical and contemporary perspectives will foster an understanding and appreciation for Native American Art.

ART/MMP 1095 3 credits Digital Photography

An introductory course in photography emphasizing basic concepts such as the use of light, shadows, composition, and visual literacy. Students will learn about the different styles of photography such as portrait, nature, event, etc.

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.

ART 1101 3 lab credits Ojibwe Floral Beadwork I

This course is an introduction into Ojibwe Floral Beadwork, techniques, and foundational skills. The course provides students with an overview study of materials, skills, and techniques used for Ojibwe beadwork. The course is best suited for students who have no, and/or a basic understanding of Ojibwe Floral Beadwork.

ART 1102 3 lab credits Ojibwe Floral Beadwork II

Ojibwe Floral Beadwork II provides students with a study of materials, skills, and techniques used for more complex Ojibwe beadwork. Through an analysis of historical Ojibwe beadwork, students examine color, balance, organization, and the techniques of master artists. This course is best suited for students who have basic to advanced understanding of Ojibwe floral beadwork.

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.

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.

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.

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.

ART 2020 3 credits (1 lecture, 2 lab) Ceramics

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.

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

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.

ART 2030* 1-3 lab credits Portfolio Development

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.

ART/AMIN 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.

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

Students will build upon skills learned in ART/CSCI 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.

ART 2101* 3 lab credits Ojibwe Floral Beadwork III

This course prepares students to pursue a career as a beadwork artist and/or mentor. Students learn key fundamentals and the skills necessary to become a professional artist in the realm of Ojibwe Beadwork. This course is designed for students with advanced expertise in Ojibwe beadwork, and who want to take their artistic talents to the next level.

BIOLOGY

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

BIOL 1005 1 credit Medical Terminology

Medical Terminology is designed to teach 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 4 credits (3 lecture, 1 lab) Aspects of Biology

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.

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

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.

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

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.

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.

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. Lecture and lab.

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, protistans, fungi, animals, and plants; behavior; population, community, and ecosystem ecology. Lecture & Lab.

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.

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.

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.

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.

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.

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. Lecture and Lab.

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. Lecture and Lab.

BIOL 2090* 1-3 credits (repeatable) Undergraduate Research

Faculty-directed research for biology students. Topic(s) will be determined in consultation with a biology faculty member or members. The course is offered for one credit per term and is repeatable for up to 3 credits maximum.

BIOL 2101 4 credits (3 lecture, 1 lab) Genetics

This course is a survey of molecular and Mendelian genetics for the student interested in transfer to a 4-year degree in Biology. Students will be expected to understand and apply genetic concepts at the molecular, cellular, organismal, and population levels. An introduction to statistical analysis of genetic data as well as the use of traditional and modern laboratory techniques will complete this course. Research will also be emphasized.

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 ever-changing business 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 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 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 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 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 the profession. This course includes a study of current management principles and motivational/leadership skills that may be utilized in the business world.

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 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.

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.

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 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.

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.

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.

CDEP/PSYC 2040 3 credits 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 2050* 5 lab 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.

CDEP 2051* 5 lab 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.

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.

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)

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)

CHEM 1020 4 credits (3 lecture, 1 lab) Environmental Chemistry

Students will learn basic concepts of chemistry in the context of environmental science topics. How is the chemical composition of water, earth, and air affected by pollution and climate change? How can chemistry be used to improve industrial processes such as energy production and storage? Scientific ideas and skills will be introduced and practiced during the course to make the chemistry of the environmental topics understandable. Designed for environmental science students and those planning to transfer the course as a general education science course with lab.

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 1025 1 lab 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/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.

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.

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

Students will build upon skills learned in ART/CSCI 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.

Criminal Justice/Peace Officer (CJPO)

****Need department mission****

CJPO 1001 3 credits Introduction to Criminal Justice

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.

CJPO 1005 3 credits Seeking Careers in Criminal Justice

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.

CJPO 1010 3 credits Juvenile Justice

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.

CJPO 1020 3 credits Criminal Investigation

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.

CJPO 2010* 3 credits Criminal Procedures

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.

CJPO 2020* 3 credits Minnesota Statutes

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.

CJPO 2030* 3 credits Peace Officer and Community

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.

CJPO 2040* 2 credits (1 Lecture, 1 Lab) Skills I

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.

CJPO 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.

CJPO 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.

CJPO 2053* 4 credits Skills II

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.

CJPO 2054* 4 credits Skills III

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.

CJPO 2060 1 credit Peace Officer Capstone

Students will manage a portfolio of learning for identified program courses and utilize acquired knowledge, skills, and abilities to complete a case study, presentation, and paper.

CJPO 2095* 1-3 lab 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.

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/EDU 1210 3 credits 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 15 hours at a licensed childcare/education setting. Elementary Education students complete five (5) hours of field experience.

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.

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.

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.

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.

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 bi-lingualism.

CDEV 2510* 3 lab credits 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. Requires instructor permission.

CDEV 2530 3 credits (2 lecture, 1 lab) Children with Challenging Behaviors

This course helps students understand children's behavior problems and identify intervention strategies to prevent and resolve problem behavior, use behavior modification techniques effectively, and design behavior plans.

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.

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.

CDEV/EDU 2640* 3 credits Curriculum Development

This course provides an advanced level exploration of curriculum planning and management skills for the Pre-K to 3rd grade level. 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: EDU Students: CDEV 1210 and HLTH 2100)

CDEV 2810* 3 lab credits 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. Requires 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 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.

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.

EDUCATION

EDU/AMIN 1020 3 credits Foundations of Anishinaabe and American Educational Systems

This course introduces prospective teacher candidates to the teaching profession. The major purpose of this course is to help students clarify their thoughts and feelings about becoming a professional educator and to develop educational philosophies that they will bring into their classrooms. This course is taken by both prospective elementary education teachers and early childhood students. In addition, the importance of embedding the Anishinaabe perspective into the curriculum will be stressed. This course also introduces candidates to educational assessments, portfolios, curriculum, and organizations within the educational systems. Early Child Development students complete fifteen (15) hours of field experience (observation and participation) in the classroom/community. Elementary Education students complete ten (10) hours of field experience.

EDU/CDEV 1210 3 credits 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 Early Child Development students to spend 15 hours at a licensed childcare/education setting. Elementary Education students complete five (5) hours of field experience.

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.

EDU/AMIN 2300* 1 credit Culturally Responsive Education

Students in this course will use the “Cultural Standards for Educators” assessment, as a tool to assist in the process of self-reflection as a way of understanding a culturally responsive classroom. Anishinaabe practices will be introduced throughout the course. Students will become familiar with the different resources available within the community to enhance the project.

EDU/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 project of their choice that will be useful for classroom purposes. Multiple perspectives, cultural norms and the development of learning communities as an educator will be presented throughout the curriculum. Leadership skills of communication, positivity, and engagement of the community will be practiced. Students will identify and utilize appropriate sources of Ojibwe- Anishinaabe cultural, historical, social, and political knowledge to apply to this classroom project.

EDU/CDEV 2640* 3 credits Curriculum Development

This course provides an advanced level exploration of curriculum planning and management skills for the Pre-K to 3rd grade level. 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.

EDU 3100* 3 credits Language Arts Methods I

The first of a two-course sequence in literacy methods examines the integration of reading, writing, listening, speaking, and viewing competencies in a unified literacy curriculum for learners K-3. Instructional emphasis is placed upon assessment, fluency, active construction of meaning, and matching learner capabilities with appropriate instructional strategies. Fifteen (15) hours of clinical experience with K-3 students are required.

EDU 3101* 3 credits Language Arts Methods II

The second of a two-course sequence in literacy methods extends the examination of reading, writing, listening, speaking, and viewing competencies by focusing on learners, grades K-6. Emphasis is placed upon strategies for expanding an understanding of genres, integration of assessment and instruction, and teaching for self-regulation of comprehension, composing, and editing strategies. Fifteen (15) hours of clinical experience with grades 4-6 students are required.

EDU 3102* 3 credits Literacy Strategies for K-6 Teachers

Literacy Strategies for K-6 Teachers is designed to foster your reflection on and engagement with literacy in your own lives and the lives of Elementary Education students. As you develop your understanding that literacy is foundational to effective participation in society as well as to social action that can change the communities including the world in which we live, you will grasp the importance of your role in fostering literacy and implementing culturally relevant literature in K-6 education. In this course you will learn to analyze and evaluate children's books, with an emphasis on Native American-authored children's literature. You will begin to facilitate children's ability to enhance their own lives and influence others through the use of effective oral stories, spoken and written language and the creation of dramatic and multi-media products. You will learn to plan engaging instruction that fosters critical literacy as a method to promote anti-bias/anti-racist education. The emphasis in this course is on research-based literacy theories and best practices in literacy strategies. You will choose highly engaging, socially important literature for children and use it to support language development, developmentally appropriate practices (DAP), personal development, and academic learning. Five hours of interactive experience in an elementary classroom is required.

EDU 3105* 2 credits Performance Assessment for Teacher Candidates

This course focuses on teacher candidate performance assessment. The Professional Licensing and Standards Board (PELSB) requires initial licensure candidates to complete a board-adopted teacher performance assessment. The performance assessment is designed with a focus on the teaching cycle, student learning, and assessment.

EDU 3120* 3 credits Social Studies Methods

This course covers Best Practices in teaching social studies methods. This includes Anishinaabe-centered curriculum and instruction for K-6 students, and the use of teaching methods that promote a growth mindset which fosters independent learners, respect for different perspectives, and instructional equity. The use of 21st century skills, such as collaboration, creativity, and critical thinking will be taught through integrating authentic, collaborative learning. Field experience (10-hours), unit planning, micro-teaching, and the use of children's literature in the social studies curriculum are included in the course.

EDU 3121* 3 credits Science Methods

This course will implement best practices in science literacy for elementary education classrooms. Students will study and apply current methods for science and environmental education. Theoretical background and practical skills necessary for teaching both process and content curriculum are developed through individual and group work. Six (6) hours of field experience are required.

EDU 3122* 3 credits Math Methods for Elementary Education

This course is designed to prepare teacher candidates to evaluate, plan, and deliver math lessons appropriate for K-6 students. Candidates will also assess students understanding and skills through a student-centered, inquiry-based approach using the Minnesota Academic standards for K-6 Math. Topics to be covered are standardized skills/concepts in Number & Operation, Algebra, Geometry/Measurement, Data Analysis & Probability. Thirteen (13) hours of field experience is required for this course.

EDU 3123* 2 credits Music Methods for Elementary Teachers

This course is designed to provide the classroom teacher with the knowledge and skills necessary to effectively teach music. Emphasis is placed on the acquisition of practical skills in music, an understanding of musical concepts, and knowledge of the various approaches and methods used in the classroom to teach these concepts.

EDU 3124* 2 credits Arts Methods

This course covers basic theories and practices of the visual arts education for K-6 learners. Through learning art processes and school art procedures, prospective elementary teachers develop artistic intelligence and pedagogical methods necessary for teaching the subject of art and integrating art concepts and activities in teaching other basic subjects including reading and writing.

EDU 3125* 2 credits Physical Education Methods

The purpose of this K-6 elementary classroom course is for students to develop knowledge and skills for planning, implementing, and evaluating developmentally appropriate and effective physical education progressions. Students will design and implement learning experiences that are safe, developmentally appropriate, culturally relevant and meaningful, with best practice principles used in the classroom. The course will consist of direct instruction, place- and project-based learning, oral presentations, demonstrations, and reading. This course includes eight (8) hours of field experience.

EDU 3200* 3 credits Children with Exceptionalities

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. This course will cover the structure of special education from multi-tier systems, intervention, referral, assessment, qualification and services. Special considerations to determinations of differences, disability and disadvantage will be discussed and dyslexia screening practices, interventions, and progress tracking. Fifteen (15) hours of field experience is required.

EDU 3205* 1 credit Health & Wellness for K-6 Educators

The purpose of this course is to provide students with a deeper understanding of health and wellness education with an Anishinaabe perspective within the K-6 elementary education classroom. The curriculum reflects the growing body of research that emphasizes teaching essential knowledge, shaping personal values and beliefs that support healthy behaviors, shaping group norms that value a healthy lifestyle, developing the essential health and wellness skills necessary to adopt, practice, and maintain health-enhancing behaviors, and creating school-based wellness policies addressing nutrition, physical activity, and traditional health practices and beliefs.

EDU 3210* 3 credits Educational Psychology

This course focuses on educational psychology with an emphasis on both the Indigenous and non-Indigenous perspective. A multilevel framework is used to understand K-6 students, their families, and communities. Students will learn how historical trauma may affect the developmental progression of students and the individual variation within the social, emotional, moral, and cognitive domains. Students will also explore how culture and traditions may enhance wellness in an educational setting.

EDU 3215* 2 credits Educational Technology

This course provides an overview of educational technology in the classroom. Emphasis is placed on building skills and strategies for integrating technology tools in the classroom to support student engagement, creativity, digital citizenship, media literacy and digital age learning experiences. Current and emerging technologies are explored to create new media, design innovative instruction, and build online learning experiences that enrich informal and formal education.

EDU 4100* 3 credits Classroom Management

This course provides the knowledge, skills, and understanding of preparing a safe and productive learning environment for students. In particular, the impact of strategies on managing children from early childhood to intermediate grades within an educational setting. Ten (10) hours of field experience is required.

EDU 4101* 3 credits Curriculum and Instruction

This course examines curriculum and instruction through the lens of best practice instruction. Students will explore theories, methods, and procedures in the development of curriculum and instructional practices through the use of standards-based education. Research based practices will be taught and utilized to improve K-6 student learning in a school setting that supports the diverse needs of its students. Formal and informal assessments will be developed according to their lessons. The students will complete 20 hours in an elementary classroom.

EDU 4102* 3 credits Differential Instruction and Assessment

This course examines instruction and assessment through the lens of best practices using a knowledge base for designing qualitatively different instruction for students with different levels of abilities, interests, and learning profiles. Students will learn strategies to address the needs of students by reflecting on their teaching practices and determining the best approach. Students will construct tools, formative and summative, to assess mastery of learning standards. Students will utilize their knowledge of students, standards, and assessments to ensure effective teaching and appropriate assessments are used to establish mastery. (Course includes 10 hours of field experience).

EDU 4120* 2 credits The Professional Educator

This course is designed to provide teacher education candidates the opportunity to evaluate an array of topics to frame their teaching, professional development, and ethical responsibilities. Topics include historical and philosophical foundations of K-6 education, school organizational patterns, legal responsibilities, code of ethics for Minnesota teachers, professional organizations, and current educational issues and trends. Additional components will involve classroom management, edTPA, portfolio development, and topics related to diversity, inclusion and special education.

EDU 4500* 12 credits Student Teaching for Elementary Education

This is a capstone student teaching experience. Teacher candidates are placed in a school placement in a K-6 Elementary Education classroom. This capstone experience is for one full semester on a daily full-time basis for 14 weeks. In addition, students will be assessed in the following dispositions: content and pedagogical knowledge; communication and collaboration; vision and leadership; ethical behavior; data informed practice; equity, social justice, and inclusion; and life-long learners.

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 Composition Preparation

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 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.

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.

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 literature that encompasses a broad range of historical periods, as well as cultures of origin.

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.

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.

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.

ENGL 2010* 3 credits Writing the Short Story

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. Students will explore this genre as readers and writers, reading short stories by a diverse group of writers and composing and revising their own original creative work throughout the semester. Students will also be encouraged to submit their work to *The Thunderbird Review*.

ENGL 2015* 3 credits The Novel

This course studies the novel as a literary form, tracing the development of the form to the present. Students learn to think about character, plot, point of view, structure, irony and narrative technique, and become more attentive and appreciate readers.

ENGL 2016 3 credits Comics and Graphic Novels

This course will explore the murky origins of sequential art, examine how American's most reviled art form turned into celebrated movies and tv series, and delve into the contemporary explosion of graphic novels. From single panel cartoons to book-length works, you will read a variety of genres as you examine how words and images create a unique form of expression. Works by Native writers and cartoonists will be included.

ENGL 2021* 3 credits Writing Poetry

Writing Poetry focuses on reading and writing poetry in its many styles and forms. Students will read and analyze work written by a culturally diverse group of poets. Using these readings and instruction in contemporary aesthetics as inspiration, students will create their own work to share, revise, and polish. Students will also be encouraged to submit original work to *The Thunderbird Review*.

ENGL 2030 3 credits Film as Art

This course provides a thorough introduction to the art of filmmaking, with a focus on understanding cinematic language, visual storytelling, and the interplay between culture and cinema from a global perspective. Through a diverse selection of films, including silent films, foreign films, and Indigenous-produced films, you will explore the rich history of cinema and develop a keen sense of visual literacy.

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.

ENGL 2045 3 credits Literature by Women

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.

ENGL 2055 3 credits African American Literature

This course is designed to acquaint students with literature written by African Americans. 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.

ENGL 2105* 3 credits Writing Creative Nonfiction

Writing Creative Nonfiction focuses on reading and writing creative work grounded in truth. Students will read and study a variety of subgenres of CNF, such as flash, lyric, and personal essays; literary memoir; literary reportage; and blended forms. Using class readings as inspiration, students will create several pieces of individual work to share, revise, and polish. Students will also be encouraged to submit original work to The Thunderbird Review.

ENGL 2205 3 credits Indigenous YA Literature

With complex characters, powerful themes, and engaging plots, Young Adult literature is not just for 12-18 year olds. Indigenous authors are creating YA texts in every genre, from romance to speculative fiction. This class will read and discuss texts written by Indigenous authors from across the globe, studying how these writers create Indigenous representation and promote sovereignty through culturally grounded stories that speak to universal human concerns. (Meets MnTC Goals 6 & 8).

ENGL/AMIN 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. Apply five hours of interactive experience in an elementary classroom.

ENGL 2205 3 credits Indigenous YA Literature

With complex characters, powerful themes, and engaging plots, Young Adult literature is not just for 12-18 year olds. Indigenous authors are creating YA texts in every genre, from romance to speculative fiction. This class will read and discuss texts written by Indigenous authors from across the globe, studying how these writers create Indigenous representation and promote sovereignty through culturally grounded stories that speak to universal human concerns.

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 1002 3 credits Introduction to Maps

This course teaches how to read maps and apply them to solve problems. Students will be introduced to a variety of map types, including those of different cultures and time periods, and will publish their own basic web and story maps.

GEOG 1010 3 credits Physical Geography

This course provides an introduction Earth systems and environments, including the seasons, energy balance, atmosphere, oceans, ecosystems, water and nutrient cycles, soils, rocks, plate tectonics, landscape processes, and climates that shape our changing world. Students will investigate physical landscapes and spatial patterns through hands-on field experiences, problem-based learning, and interactive map assignments.

GEOG 1020 3 credits Cultural Geography

This course introduces key geographic concepts and theories of cultural development and place-making. It explores the co-creation of place and culture through geographic processes including power relations, capitalism, globalization, human-environment interaction, movement and migration, language, belief system, and identity.

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.

GEOG/PE 1054 1 lab credit (repeatable) 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.

GEOG 1060 2 credits (1 lecture, 1 lab) Small Unmanned Aircraft Systems

This course will prepare students for the FAA Remote Pilot Certificate exam, which is legally required to fly UAS (drones) commercially or within 5 miles of an airport. Learning materials will cover tested topics including regulations, airspace, weather, operations, aircraft performance, and decision-making. Students will practice flying a drone under close instructor supervision.

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.

GEOG 2030 4 credits (2 lecture, 2 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.

GEOG 2050* 4 credits (2 lecture, 2 lab) GIS Applications

This is a capstone course in GIS. Students develop, execute, and present a real-world spatial analysis or mapping project aligning with the needs of an external partner or addressing a problem in the student's field of interest. Students also create a GIS resumé and portfolio. Lectures and activities cover data and project management, geospatial analysis techniques, workflows, and programming basics.

GEOG/CSCI 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.

GEOG/PHIL 2095* 1-3 credits (repeatable) 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.

GEOG 2096* 3 lab credits GIS Internship

This course awards credit for an internship of at least 96 hours arranged with an outside employer involving the use of Geographic Information Systems or related technology. An internship provides invaluable real-world experience that builds useful industry skills and can lead to future employment. (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, earthquakes, and the theory of plate tectonics. The geology of Minnesota is emphasized.

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 1004 4 credits Introduction to Health Care Careers

Students in this course will explore a variety of allied and behavioral health careers and healthcare systems. Participants will conduct guided self-assessments to help them envision themselves in rewarding careers that are appropriate to their skills and interests. Students will learn the roles, training, expectations, and responsibilities of different members/functional units of the health care team; Students will learn about professional communication strategies, standard precautions, safety, ethical, and legal issues in health care settings. Students will explore holistic health issues across the lifespan. Students will analyze their own culture and belief model while learning about other cultures and perspectives.

HLTH 1005 4 credits (3 lecture, .5 lab, .5 clinical) Introduction to Nursing/Nursing Assistant

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. It also serves as an introduction to the nursing sequence for pre-nursing students by providing entry level nursing skills.

HLTH 1032 1 credit (.5 lecture, .5 lab) Heart Association Health Care Professional Basic Life Support (BLS)

The American Heart Association Basic Life Support (BLS) Healthcare Provider course is a higher level CPR class that is designed to train healthcare professionals on recognizing and responding to several life-threatening emergencies. Nearly all Healthcare workers are required to have at least this BLS class. Skills include: Providing CPR for adults, children and infants, using an Automated External Defibrillator and relieving choking in a safe, timely and effective manner. The course is intended for certified or non-certified, licensed or non-licensed healthcare professionals. AHA certification included with successful course completion.

HLTH 1050 3 credits (2 lecture, 1 lab) Emergency Response/First Responder

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 2100 3 credits Community Health & Wellness for Educators

The focus of this course is on the overall health & wellness with an Anishinaabe perspective of the early childhood-6th grade elementary school 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 early childhood through 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. An introduction to the regulations, standards, policies, and procedures, prevention techniques, and early childhood curriculum related to health, safety, and nutrition. Early Child Development students complete fifteen (15) hours of field experience. Elementary Education students complete ten (10) hours of field experience.

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 1015 4 credits History of Western Civilization to 1500 CE

This course examines the history of western civilization to 1500 CE with a focus on cultural, economic, environmental, political and social developments from Ancient Civilizations, Ancient Civilizations through the Renaissance.

HIST1016 4 credits History of Western Civilization from 1500 CE

This course examines the history of western civilization from 1500 CE to the present. The scope of the course includes cultural, economic, environmental, political and social developments from the Scientific and Economic through the modern era.

HIST 1017 4 credits History of Global Civilizations to 1500 CE

The course examines the history of global civilizations to 1500 CE. The course uses a regional and chronological structure to focus on the cultural, economic, environmental, political, and social history of global civilizations. Includes civilizations in Africa, Asia, the Americas, Europe, and Oceania.

HIST 1018 4 credits History of Global Civilizations from 1500 CE

The course examines the history of global civilizations from 1500 CE to the present. The course uses a regional and chronological structure to focus on the cultural, economic, environmental, political, and social history of global civilizations. Includes civilizations in Africa, Asia, the Americas, Europe, and Oceania.

HIST 1035 4 credits History of United States to 1876

This course examines the history of the United States to 1876. The scope of inquiry includes cultural, economic, environmental, social and political developments from the Colonial Era through Reconstruction following the American Civil War.

HIST1036 4 credits History of the United States from 1876

This course examines the history of the United States from 1876 to present. The scope of inquiry includes cultural, economic, environmental, social and political developments from Reconstruction following the American Civil War to the modern era.

HIST 1055 4 credits American Indian History to 1840

This course examines cultural, economic, social, and traditional American Indian life up to 1840. Includes an exploration of ancient lifestyles and advancements, pre-European encounters, and conflicts between American Indians and the expanding United States.

HIST 1056 4 credits American Indian History from 1840

This course examines cultural, economic, social, and traditional American Indian life from 1840 to present. Includes an exploration of significant changes experienced by American Indians as well as their ability to adapt, resist, and thrive in the modern era.

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 3 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. Also integrated into the course is a special focus on Human Service practice within the American Indian community.

HSER 1010 3 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. Basic skill development will be enhanced through case management and coordination along with service-learning activities within the community. The course will also address the unique helping process with American Indian communities and diverse groups.

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. Additional content on counseling Indigenous populations.

HSER 2020* 3 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. Also, integrated into this course is a special focus on American Indian family systems and cross-cultural practice methods.

HSER 2090* 1-3 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.

HSER 2095* 4 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.

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 1020 3 credits Small Business Management

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 3 credits Sales Management

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 3 credits Sales Promotion and Advertising

This course provides students an opportunity to gain an understanding of advertising and other mass communications marketing practices: <http://www.auburn.edu/~roffehj/helobird.html> common business activities and terminology, perspectives applied when taking the optimal approach to decisions, plus descriptions and rationales of common practices.

MKTG 2005 3 credits Principles of Marketing

This course introduces principles and problems of marketing goods and services. The purpose of this course is to teach students to identify the marketing mix components, explain the environmental factors which influence consumer and organizational decision-making processes, outline a marketing plan, and interpret marketing research data to forecast industry trends and meet customer demands. Basic marketing functions, price theory and methods, product decision, marketing segmentation, and marketing communications as related to social and political issues are studied.

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 0025 2 credits Statistics Preparation

Statistics Preparation is designed to support students who need help with college-level Statistics. This course focuses on the fundamental math skills that are needed to process and analyze data in a variety of contexts. It provides qualified students with the opportunity to improve mathematical skills while acclimating to the challenges of a college-level statistics course.

MATH 0026 2 credits Contemporary Math Preparation

Contemporary Math Preparation is designed to support students who need help with a college-level quantitative reasoning course. This course focuses on the fundamental math skills that are needed to analyze a variety of practical applications. It provides qualified students with the opportunity to improve mathematical skills while acclimating to the challenges of a college-level quantitative reasoning course.

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.

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.

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.

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.

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.

MATH 1050* 4 credits Mathematics for Elementary Teachers

This course provides content knowledge and instructional practices that prospective teachers will need to help K-6 students build numeracy and arithmetic knowledge via the most recent research in mathematics education. The overall objective of math education is to help each child understand mathematical concepts, establish a positive mathematical identity, build flexible reasoning, and build mathematical agency. Students will examine Carpenter's problem-type as a foundation for meeting Minnesota mathematics content standards as well as the National Council of Teachers of Mathematics standards. This course includes five (5) hours of field experience hours.

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 & applications, integration & applications.

MATH 2002* 5 credits Calculus II

Continuation of topics from calculus I: integration techniques, infinite series, conic sections, parametrized curves, multi-variable functions & partial derivatives.

MULTIMEDIA PRODUCTION**MMP 1001 3 credits Media & Society**

This course is a general survey of the various forms of media and how they are used in our community, Minnesota, the USA, and around the world. Students will study both the theoretical and practical applications of mass communication on television, websites, radio, blogs, newspapers, podcasts, etc. Students will gain an understanding about how media operate under various forms of ownership, different degrees of press freedom, and different levels of public participation. The legal, moral, and ethical aspects of media will be discussed with regards to four interconnected styles - journalism, public relations, marketing, and art. Indigenous issues will be interwoven into the discussion of how media can have inherent biases.

MMP 1060* 3 credits (1 lecture, 2 lab) Media Photography

Digital Photography focuses on both the editorial content and the technical skills needed to produce quality photographic images used in artistic websites, news bulletins, documentaries, public service announcements, advertisements, and other forms of viewing images. 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 will learn about the legal, moral, and ethical aspects involved in the artistic and imaginative approach to four interconnected styles of photography - journalism, public relations, marketing, and art. The goal is to expand the student's media literacy while they gain practical skills in effective communication using the medium of photography.

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

Introduction to Digital Storytelling is designed for students with no previous experience in multimedia production. The course includes discussions of multimedia examples of storytelling combined with hands-on experience in producing original content using photography, audio, video, and animation. By highlighting the legal, moral, and ethical issues involved in multimedia production, students will also improve their media literacy skills. Students will learn about Indigenous approaches to storytelling and are encouraged to utilize their own perspective in the digital production of their stories.

MMP 1070* 3 credits (1 lecture, 2 lab) Audio Production

Audio Production focuses on both the editorial content and the technical skills needed to produce quality audio programs used in artistic websites, news bulletins, documentaries, public service announcements, advertisements, and other audio productions. Students will learn about the legal, moral, and ethical aspects involved in the artistic and imaginative approach to four interconnected styles of audio production – journalism, public relations, marketing, and art. The goal is to expand the student's media literacy while they gain practical skills in effective communication using the medium of audio.

MMP 1080* 3 credits (1 lecture, 2 lab) Video Production

Video Production focuses on both the editorial content and the technical skills needed to produce quality video programs used in artistic websites, news bulletins, documentaries, public service announcements, advertisements, and other video productions. Students will learn about the legal, moral, and ethical aspects involved in the artistic and imaginative approach to four interconnected styles of video production – journalism, public relations, marketing, and art. The goal is to expand the student's media literacy while they gain practical skills in effective communication using the medium of video.

MMP/ART 1095 3 credits Digital Photography

An introductory course in photography emphasizing basic concepts such as the use of light, shadows, composition, and visual literacy. Students will learn about the different styles of photography such as portrait, nature, event, etc.

MMP 2095* 3 lab credits Internship

The Multimedia Production Internship is an option in the AAS Degree program for students to get hands-on experience at media outlets or production companies.

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.

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.

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.

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.

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. 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.

MUSC 1070 1 lab 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.

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.

APPLIED MUSIC (Fifteen 30-minute lessons per semester) 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.

- 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/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.

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 1002* 2 credits Nursing Pharmacological Concepts and Medication Calculations I

This course introduces the nursing student to pharmacological concepts including mathematical dosage calculations utilized for medication administration to patients across the lifespan. Pharmacology principles introduced in this course will include pharmacotherapeutics, pharmacokinetics, pharmacodynamics, drug classification, safety, potential adverse medication reactions, drug toxicity, terminology, and abbreviations needed to interpret medication orders. This course also introduces nursing judgment used in drug therapy including appropriate medication administration, safety considerations, patient education, and developmental considerations. Pharmacotherapeutic selection for common acute and chronic health problems across several body systems will be covered. Mathematical skills covered in this course include drug measure systems, reading medication labels, and arithmetic necessary for clinical calculations for oral, topical, and parenteral routes of medication administration. This course is intended to be taken in the first semester of the Nursing program.

NURS 1135* 4 credits (3 lecture, 1 lab) Holistic Nursing Care I

Holistic Nursing I provides the theoretical foundation for holistic nursing practice. Nursing judgement frameworks will underpin the nursing process in the creation of patient centered nursing care plans. Students will learn and demonstrate basic nursing assessments, foundational nursing skills, and therapeutic communication. This course will focus on patient safety, health promotion, self-care for the adult patient. Students will learn how to effectively use information and healthcare technology in an ethical and secure way. An introduction to the concept of continuous quality improvement and evidence-based practice will be applied. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the Indigenous and rural communities.

NURS 1136* 2 lab credits Holistic Nursing Care I Clinical

Holistic Nursing Care I Clinical emphasizes the knowledge and skills needed to provide safe, quality nursing care for the adult patient. The student will demonstrate basic assessment and nursing skills in a simulated and direct patient care clinical setting. The nursing judgement frameworks are used to create patient centered nursing care plans. Students will demonstrate therapeutic communication skills, safe and effective nursing interventions, and the ethical use of information technology. Quality improvement measures in the clinical setting will be identified.

NURS 1140 4 credits (3 lecture, 1 lab) Holistic Nursing Care II

Holistic Nursing II will focus on prevalent diseases and common disorders in the adult population. Students will apply health promotion, disease prevention, and health maintenance strategies to the care of elders in the community. Application of pathophysiology, nutrition as medicine, pharmacological, and non-pharmacological interventions are applied to identified health conditions. Best practices that promote safety and teamwork in the health care setting will be presented. Students will demonstrate interdisciplinary and intradisciplinary communication skills in a simulated patient care environment. Culturally safe for nursing care will be incorporated throughout the course with a focus on the health needs of the indigenous and rural communities.

NURS 1141* 3 lab credits Holistic Nursing Care II Clinical

Holistic Nursing II Clinical focuses on the care of adult clients with health alterations that require medical and/or surgical intervention or end of life care. Students will apply knowledge of underlying pathophysiology, nutrition as medicine, pharmacological, and non-pharmacological interventions in the provision of patient centered care. Students will use evidence-based strategies related to health promotion, disease prevention, and health maintenance to create patient education to promote self-care. Students will demonstrate safe and effective interdisciplinary and intradisciplinary communication skills in a simulated or direct patient care environment.

NURS 2002* 2 credits Nursing Pharmacological Concepts and Medication Calculations II

This course provides the nursing student additional pharmacological concepts including mathematical dosage calculations utilized for medication administration to patients across the lifespan. Applications of the following pharmacology principles will be included: pharmacotherapeutics, pharmacokinetics, pharmacodynamics, drug classification, safety, potential adverse medication reactions, drug toxicity, terminology, and abbreviations needed to interpret medication orders. There is an emphasis of nursing judgment used in drug therapy including appropriate medication administration, safety considerations, patient education, and developmental considerations. Pharmacotherapeutic selection for common acute and chronic health problems across several body systems. Mathematical skills included in this course are drug measure systems and arithmetic necessary for clinical calculations for oral, topical, and parenteral routes of medication administration. This course is intended to be taken in the third semester of the Nursing program.

BNURS 2015* 1 credit Transition 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. Students will explore learning strategies to develop an individualized nursing student success plan. The scope of practice of a registered nurse will be differentiated from that of a licensed practical nurse. The nursing process, clinical judgment, evidence-based practice, quality patient education, and patient centered care are applied to quality professional nursing care. Effective communication techniques with patients, families, and other collaborative team members will be reviewed in this course. Students will explain the role of the professional nurse within the collaborative team in providing quality patient care. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the Indigenous and rural communities

NURS 2090* 2 credits (1 lecture, 1 lab) Cultural Bridges of Care

This course will introduce and explore the inter-relatedness of complementary/alternative therapies (CAT) and culturally congruent care to holistic nursing practices, both historic and current. It provides an overview of a variety of CAT practices whose use is growing in mainstream populations across the U.S. Students will learn to use evidence-based criteria to examine CAT uses and their effect on physiological, spiritual, and emotional attributes of diverse cultures. Emphasis will be placed on understanding culturally congruent care, the nursing role, patient outcomes, ethics, respect and, how they all intertwine with CAT. Integration of cultural practices and the professional nursing role will be reviewed. A holistic, therapeutic, and authentic nurse-patient relationship will be prominent in all areas of learning.

NURS 2130* 1 lab credit Community Clinical

Community Clinical introduces the nursing student to community as client. Students will learn holistic assessment strategies for community health, case management, and population health management. Students will utilize community health data to create culturally congruent educational materials for individuals, families, or communities. Community education plans will incorporate health promotion, health maintenance, and disease prevention strategies. Clinical experience will vary based on assigned site and may include both observational experiences, hands on nursing care, and/or special project dependent on the clinical site assigned. When possible, community sites will be selected within indigenous communities and/or rural communities. This course is intended to be taken the fourth semester of the nursing program.

NURS 2131* 2 credits (1.5 lecture, .5 lab) Holistic Nursing Care III: Mental Health

Holistic Nursing Care III focuses on psychosocial health. Students will learn an integrative approach to mental health care including mental health promotion, screening, nursing care for those facing mental health disorders, and strategies for mental health crisis intervention. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the indigenous and rural communities.

NURS 2132* 2 lab credits Holistic Nursing Care III: Mental Health Clinical

Holistic Nursing Care III Clinical provides an integrative, family-centered approach to nursing care in the simulated and direct patient care setting. Students will apply theoretical concepts to design and deliver safe nursing care to patients with mental health needs across the lifespan in a variety of settings.

NURS 2133* 2 credits (1.5 lecture, .5 lab) Holistic Nursing Care III: Maternal Child

Holistic Nursing Care III: Maternal Child provides a family centered approach to the care of the childbearing women, newborns, and children. Students will learn nursing care for normal and high-risk pregnancy, common pediatric and obstetrical disorders, and assessment of pediatric growth and development. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the indigenous and rural communities.

NURS 2134* 2 lab credits Holistic Nursing Care III: Maternal Child Clinical

Holistic Nursing Care III: Maternal Child Clinical provides an integrative, family-centered approach to nursing care in the simulated and direct patient care setting. Students will apply theoretical concepts to design and deliver safe nursing care to childbearing women and newborns, and children across the lifespan in a variety of settings.

NURS 2140* 4 credits (3 lecture, 1 lab) Holistic Nursing Care IV

Holistic Nursing Care IV focuses on the inpatient and outpatient care of adults with complex medical/surgical health problems and comorbid diseases. Students will design plans of care for patients facing complex medical disorders. Application of pathophysiology, nutrition as medicine, pharmacological, non-pharmacological interventions, health promotion, disease prevention, and health maintenance strategies to are applied to identified health conditions. Students will learn about and practice emergency response and multi-patient casualty triage in a simulated setting. Nursing informatics and case management will be introduced. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the indigenous and rural communities. This course is intended to be taken the fourth semester of the nursing program.

NURS 2142* 3 lab credits Holistic Nursing Care IV Clinical

Holistic Nursing IV Clinical focuses on advanced nursing care of clients across the lifespan with complex multi-system health alterations. Emphasis is placed on implementing time management and organizational skills while managing the care of multiple clients and collaborating with the interdisciplinary team. Students will identify quality improvement strategies in the clinical setting and design an evidence-based staff teaching project based on an identified need. 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

Nursing Leadership focuses on the legal rights and responsibilities of the professional nurse. Students will examine the scope of practice for the professional nurse as defined by standards of practice as well as state regulations and statutes. The Nursing Code of Ethics will be applied to complex health care situations involving patient rights, interdisciplinary collaboration, and case management. This course will offer insight into ongoing career development options and educational mobility. Lifelong learning will be emphasized, and students will develop career goals and plans for continuing education. This course is intended to be taken the fourth semester of the nursing program.

NURS2200* 1 credit Student Nurse Internship

The Student Nurse Internship offers a comprehensive clinical learning experience with the Minnesota Nurse Internship Program that emphasizes the application of theoretical and research-based knowledge in real-world clinical settings. This program is designed to foster the professional development of nursing students, providing them with opportunities to excel in their chosen field. Students will engage in hands-on experiences to enhance their clinical skills and prepare for their future nursing careers. (Prerequisite: Instructor permission)

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 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.

PHIL/SUST 1030 3 credits Introduction to Sustainability

This course introduces sustainability concepts such as the global commons, social contract theory, the political and social contexts of sustainability in contemporary discourse, and the role of systems thinking on individual, cultural, and social value construction. These concepts will provide students with a foundational understanding of the past, present and possible future of sustainability

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.

PHIL 2010 3 credits Ethics

This course will be an introduction to the study of ethics. An introduction to 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.

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.

PHIL 2030 3 credits American Indian Philosophy

This course examines the philosophy and belief systems of American Indian People within their historical, social, and cultural contexts. Students come to recognize the significance of creation stories - and the impact of their teachings - on the cultural and epistemological context of the People, and the People's relationship with and responsibility for the environment.

PHIL 2040 3 credits World Religions

This course is a survey of the world's diverse religious and spiritual/philosophical 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.

PHIL/SUST 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 and sustainability.

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 GENERAL

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. To receive an Associate of Arts degree, students are required to complete two courses.

PE 1042 1 lab credit Fitness through Walking

Introduction to walking as a means of fitness.

PE 1043 1 lab credit Weight Training

An overview of the fundamental concepts and techniques of weight training, focusing on safety, proper lifting techniques, and overall fitness.

PE 1046 1 lab credit Fitness Yoga

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 1051 1 lab credit American Indian Traditional Dance

Introduction to history, songs, etiquette and cultural awareness of American Indian dance with an emphasis on Anishinaabe dances.

PE/AMIN 1052 1 lab 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.

PE 1053 1 lab credit Lifelong Fitness

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/GEOG 1054 1 lab credit (repeatable) 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.

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.

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.

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.

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. Emphasis will be on astronomical bodies that can be directly observed such as the Sun, Moon, stars, meteors, and aurora borealis. Students will perform lab-like activities involving observation and measurement of celestial objects and cycles using instruments, sky charts, and hand measurement systems.

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.

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.

POLS 1030 3 credits International Relations

This course examines contemporary international relations, foreign policy, and international organizations.

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 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.

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.

PSYC 2001 4 credits General Psychology

An introduction to the scientific study of human behavior: Topics include historical background, research methods, development, perception, learning, thinking, motivation, emotion, intelligence, personality adjustment, mental health, and social psychology.

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.

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

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.

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.

PSYC/CDEP 2040 3 credits 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.

PSYC 2050 3 credits Mental Health Crisis Management

This course focuses on mental illnesses that students might encounter. De-escalation of individuals in crisis and systems issues are discussed

SCIENCE

The mission of the Science department is to promote scholarship and academic excellence through transfer and career education. Promote a sense of personal respect and wellness. Provide technological opportunities and experiences, preparing students for the future. Provide “higher education opportunities for its communities in a welcoming, culturally diverse environment.”

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. Lecture and lab.

SCI 1285 4 credits (3 lecture, 1 lab) Investigative Science II

This course will provide an exploration of fundamental concepts in physics, Earth, and space science 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.

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.

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.

SOC 1050 3 credits The Family

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).

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.

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.

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.

SOC/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 & language revitalization, religion, health & welfare, and self-governance.

SOC 2050 3 credits Diversity & Intercultural Leadership

In this interactive course, students will develop skills to serve as compassionate leaders in diverse cultural contexts. It is designed for students who are curious about culture and about how it affects our ability to engage effectively with diverse communities and individuals in our professional and personal lives. The course is divided into three interrelated areas: first, students will examine their own cultural lens and how it shapes our assumptions, interpretations, and judgments. Secondly, students will explore frameworks for understanding cultural differences, with a specific focus on diversity in Minnesota. Lastly, students will gain concrete experience bridging cultural differences through a service-learning experience at a local non-profit or social service organization. Class sessions will be dynamic and include brief presentations, role plays, simulations, and frequent reflection in large and small groups.

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 diverse world. The department is committed to promoting cultural awareness, sensitivity 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 with attention to cultural diversity. With a focus on extemporaneous delivery, students will learn to organize, outline, prepare, and deliver introductory, informative, and persuasive speeches. Impromptu, manuscript, group discussion and minimizing stage fright techniques will also be examined.

SPCH 1020 3 credits Interpersonal Communication

An introduction to interpersonal communication concepts and theories, this course focuses on the acquisition of knowledge, skill, and adaptability foundational to interpersonal communication competence. The course helps students: assess their strengths and needs as interpersonal communicators; recognize fundamental concepts and theories in everyday situations; develop and apply appropriate, practical skills. Students will learn the various dimensions of person-to-person communication, understand the various processes within interpersonal communication, and become more skilled at identifying and dealing with interpersonal communication “challenges.”

SPCH 1030 3 credits Intercultural Communication

This course intersects culture and interpersonal communication. An extension of interpersonal communication, the course provides opportunities for the acquisition and enhancement of interpersonal communication skills specific to communicating across various cultural contexts. 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 appreciation, understanding, and communication competence with people outside one’s own immediate culture.

SPCH 2010 3 lab credits Family Communications

Building on communication principles, theories, and models, this course explores the role of communication in the family. Students will be required to examine and identify the communication patterns and styles in their own nuclear families of origin as well as their extended, created families. Students will explore how culture impacts the family communication process and how family communication interfaces with other environments in their lives.

SUSTAINABILITY

The mission of the Sustainability department is to provide students with knowledge to improve the quality of human lives, protect ecosystems and our relatives who live there, and manage natural resources beyond our seven generations. The Environmental Sustainability Certificate provides students with hands-on experience in sustainability and sustainable systems that will influence future growth, study, and employment. In courses for the certificate, students will learn everything from organic farming practices to renewable energy systems.

SUST/PHIL 1030 3 credits Introduction to Sustainability

This course introduces sustainability concepts such as the global commons, social contract theory, the political and social contexts of sustainability in contemporary discourse, and the role of systems thinking on individual, cultural, and social value construction. These concepts will provide students with a foundational understanding of the past, present and possible future of sustainability.

SUST 1035 3 credits Environmental Conservation

Integrated study of the ecological, economic, social, political and cultural aspects of natural resource management and care. Emphasis on identifying environmental problems and evaluating alternatives for sustainable solutions through research and critical thinking. Focus on current and historical Indigenous methodologies for environmental protection.

SUST/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 and sustainability.

SUST 2090 3 credits (1 lecture, 2 lab) Field Experience: Summer

This course is designed to give the student practical field experience related to sustainable food systems. Course topics will be covered in both lecture and lab formats with significant hands-on experiences and projects. Lecture and lab.

SUST 2091 3 credits (1 lecture, 2 lab) Field Experience: Fall

This course is designed to give the student practical field experience related to sustainable food systems. Course topics will be covered in both lecture and lab formats with significant hands-on experiences and projects. Lecture and lab.

SUST 2095* 3 credits (1 lecture, 2 lab) Capstone in Sustainable Food Systems

The capstone course in sustainable food systems showcases knowledge gained throughout the certificate and provides actionable projects, businesses, and engagement. The course allows for the students' interest to take precedence under guidance from faculty.

THEATRE

The mission of the Theatre department is to provide students with an introduction to theatre as an art form and a medium of communication.

THTR 1001 3 credits Introduction to Theatre

This course is a survey of theatre as a diverse art form and a medium of communication. It examines theatre from ancient rites to contemporary forms which include a historical and cultural perspective, play structures, acting, directing, set and stage design, costume and make-up, criticism, and the role of the audience. Students will investigate theatre companies, critique plays, and become familiar with the expansive world of theatre.

THTR 1010 3 credits Beginning Acting

This course introduces students to the process of exploring the inner and outer resources of the beginning actor. It works on solo and ensemble character development through physical and vocal exercises and acting performances. Students will strive to be creative, believable, un-self-conscious beginning actors.

THTR 2090* 1 credit Practicum

Designed to give students credit for their participation in theatrical activities at FDLTCC or other local theatres. One credit may be earned for any of the following: acting, lighting, sound, make-up, set construction, costumes, props, stage or house management, student direction, publicity, or other duties that may arise during the course of the production. (1 credit per semester with a maximum of 4 credits).

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies at Fond du Lac Tribal and Community College is an emerging department focused on introducing students to the centrality of gender across the disciplines. WGS courses critically examine its origin, impact and meaning in society both domestically and around the world. WGS uncovers how gender intersects with race, class, sexuality, and ethnicity as it seeks to understand the ever-changing definitions of what it means to be women and men. At its core, WGS promotes equality and acceptance.

WGS 1001 3 credits Introduction to Women's & Gender Studies

This interdisciplinary course examines the history, role and theories surrounding women and gender from a global perspective. It will explore how gender is produced and how it intersects with other identity categories such as race, class, sexuality, and ethnicity. Women's/Gender Studies uses gender as a tool for critically analyzing societies. The class includes a service-learning component, wherein students will engage in a semester-long project that takes them into the community to initiate political change, one of the cornerstones of feminism as social movement. * Prerequisite

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MSN, Minnesota State University Moorehead
BSN, College of Saint Scholastica

Sara Montgomery
Dean of Education
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BA, College of St. Scholastica

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Director/CEO, Tribal College Programs
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MA, University of Minnesota – Duluth
BS, University of Minnesota

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M.S., College of St. Scholastica
B.S., Grand Canyon University

Cich, Keith
Librarian
MSLS, Clarion University of Pennsylvania
BS, The Art Institutes International Minnesota

Danderand, Joshua
Music
BS, St. Cloud State University

Decker, Deborah
Law Enforcement
JD, SUNY at Buffalo Law School
BS, University of Illinois

Defoe, Michelle
Art
MED, University of Minnesota Duluth
BAS, University of Minnesota Duluth

Mark DeLong
Chemistry
M.S., University of Minnesota Duluth
B.S., University of Minnesota Duluth

Ferguson, Anthony
Art
MA, University of Wisconsin Superior
BA, University of Wisconsin Eau Claire

Franckowiak, Edward
Psychology
M.A., University of Minnesota Duluth
A.A., Bemidji State University

Fulton, Lisa
Chemical Dependency
AA, Fond du Lac Tribal and Community College
AAS, Fond du lac Tribal and Community College

Ganley, Augustin (Gus)
Multimedia Production
BIS, University of Minnesota

Goman, Peter
Law Enforcement
BA, University of Minnesota – Duluth

Goose, Michelle
American Indian Studies, Program Coordinator
BA, University of Minnesota – Twin Cities

Gray, Dorien
Business
MS, Emporia State University
MA, Concordia University
BS, Saint Cloud State University

Gresczyk, Richard
American Indian Studies
EdD, University of Minnesota
MEd, University of Minnesota
BS, University of Minnesota

Harris, Kimberly
Nursing
M.S.N., Kaplan University
B.S., Florida Atlantic University

Hughes, Russel
Nursing
M.S., Maryville University
B.S., College of Saint Scholastica
A.D.N., Fond du Lac Tribal & Community College

Jaakola, Elizabeth (Lyz)
Music
MM, University of Minnesota – Duluth
BM, University of Minnesota – Duluth

Jarvinen, Donald
Human Services, Program Coordinator
MS, University of Wisconsin – Superior
BA, St. John's University

Johnson, Duane (Dewey)
Health Services
BA, Bethel University
License – First Responder

Kennedy, John
Physics
MS, University of Minnesota – Duluth
BS, University of Wisconsin – Superior

Kneeland, Nicole
American Indian Studies
EdD, University of Wisconsin Green Bay
MA, University of Phoenix
BS, Northland College

Knudson, Michael
Geography
M.S., The Graduate School University of North Dakota
B.S., University of Minnesota, Crookston

Lamirande, Wade
Law Enforcement
MS, St. Cloud State University
BA, University of Minnesota – Duluth

Liebfried, Matthew
English
M.S., College of St. Scholastica
B.A., DePaul University

Lemon, Charles
Law Enforcement
AA, Hibbing Community College

Lilyquist, Karen
Nursing
PhD, Capella University
MS, St. Joseph's College
MA, St. Mary's University of Minnesota

Lorenz, Paige
Chemical Dependency
BAS, University of Minnesota Duluth

Lubovich, Maglina
English, Program Coordinator
PhD, State University New York – Buffalo
MA, University of St. Thomas
BA, College of St. Scholastica

Maciewski, Bryan Jon
Business
MBA, Embry Riddle Aeronautical University
BS, University of Maryland
AA, St. Leo College
AS, Community College of Air Force

Martin, Mason
Sociology and Philosophy
MA, Ohio University
BA, Ohio University

Matuszak, Tami
Nursing
MA, College of St. Scholastica
BA, College of St. Scholastica

Maxwell, Elsa
Sociology
Ph.D., Universidad de Chile
M.A., Universidad de Chile
B.A., Augsburg University

McLean, Barbara
Counselor
M.A., University of Minnesota, Twin Cities
B.A., Michigan State University

Metts, Calland
Music
MM, Northwestern University
BA, Otterbein College

Miketin, Jozef
Business, Program Coordinator
MBA, College of St. Scholastica
AS, Fond du Lac Tribal and Community College
AA, Fond du Lac Tribal and Community College

Minor Smith, Scott
Speech Communication
MA, University of Wisconsin – Superior
BA, University of Minnesota – Duluth

Munoz, Kimberly
Psychology
MSW, University of Minnesota Duluth
BS, Minnesota State University Mankato

Newcomb, Rain
English
MA, Western Carolina University
BA, Guilford College

Ojibway, Heidi
Elementary Education
M.A., Hamline University
B.A., Fond du Lac Tribal & Community College and
University of Minnesota, Duluth

Olejnicak, Joel
Law Enforcement
BA, St. Mary's University

Overn, Cheryl
Elementary Education
M.S., Minnesota State University
B.A., University of Minnesota Duluth

Pauly, Laura
Physical Education, Program Coordinator
Athletic Director
MEd, Bemidji State University
BA, University of Minnesota – Duluth

Peddle, Kimberly
Elementary Education
MAT, College of Saint Scholastica
BAS, University of Wisconsin Superior

Phillips, Rachel
Psychology
MA, University of Minnesota Duluth
BAS, University of Wisconsin Superior
AA, Mesabi Range Community and Technical College

Podeszwa, Catherine
Biology and Sustainability
MS, University of Minnesota – Duluth
BA, Carleton College

Powless, Blair
American Indian Studies & History
M.A., University of Minnesota Duluth
B.A., College of St. Scholastica

Quigley, Dawn
Elementary Education IFO Instructor
PhD, University of Minnesota Twin Cities
MA, University of Minnesota Twin Cities
BA, University of Minnesota Twin Cities

Rooda, Lee
Electric Utility Technology
A.A.S., Minnesota West Community & Technical College

Rotta, Douglas
Emergency Medical Services
AAS, Alexandria Technical College
License – Emergency Medical Technician

Salzer, Chelsea
Nursing
M.S., Minnesota State University Moorhead
BA, College of St. Scholastica

Sandal, Jay
Biology, Program Coordinator
MS, University of Minnesota – Duluth
BS, University of Minnesota – Duluth

Savage-Blue, Karen
Art, Program Coordinator
MA, College of Santa Fe
BFA, University of Minnesota

Tiemann, Nicole
American Indian Studies
EdD, University of Wisconsin Green Bay
MA, University of Phoenix
BS, Northland College

Timmerman, Nick
History and Political Science
PhD, Mississippi State University
MLS, University of Michigan-Flint
BA, University of Michigan-Flint

Tingum, JoAnn
Nursing
M.S., St. Catherine University
B.S., Winona State University

Tusken, Michael
Law Enforcement, Program Coordinator
BS, Herzing University
AAS, Hibbing Community College

Walker, Phoenix
Chemical Dependency
B.A., College of St. Scholastica

Weber, Kathleen
Health/Nursing
BA, College of St. Scholastica
LPN, Duluth Area Vocational Technical Institute
ADN, Wisconsin Indianhead Technical College

Welsch, Patricia
Early Child Development
BS, Rasmussen College

Wetherbee, Ted
Mathematics
MS, Ohio University
BA, University of Minnesota – Duluth

Wills, Kyle
English
MFA, Columbia University – City of New York
BA, Southern Illinois University – Carbondale

Winter-Jarvinen, Greta
Chemical Dependency
AAS, Fond du Lac Tribal and Community College
AA, Fond du Lac Tribal and Community College
Certification – Chemical Dependency

Wold, Amy
Biology
MS, University of Minnesota – Duluth
BA, Luther College

Wold, Andrew
Biology
MS, University of Minnesota
BA, Luther College

Zuk, Anna
Nursing
MSN, Western Governors University

Zuniga-Brandt, Celeste
English
MA, College of St. Scholastica
MA, University of Minnesota-Duluth
BA, College of Saint Scholastica

FDLTCC Staff

Anderson, Karene
Faculty Administrative Assistant
Diploma, DAVTI

Anderson, Robin
eLearning Support Specialist

Angelos, Peter
Executive Information Officer
MA, University of Wisconsin – Milwaukee
BA, University of Wisconsin – Milwaukee

Bahen, Kelly
Advisor, TRIO Program
BAS, University of Minnesota – Duluth

Berger, Trish
Accessibility Coordinator
MS, University of Wisconsin-Superior
BS, University of Wisconsin-Superior

Bernhardson, Bonnie
College Bookstore Coordinator
AA, Fond du Lac Tribal and Community College

Bernhardson, Mark
Physical Plant Director

Bohlmann, Brad
Computer Network Specialist

Bruce, Joe
Youth Education Outreach Coordinator
AA, Fond du Lac Tribal and Community College

Class, Joy
Writing Tutor
MS, College of St. Scholastica
BS, College of St. Scholastica

Cleveland, Joshua
Admissions Officer
BS, Winona State University

DeFoe, Maria
DEET Project Coordinator
B.S., Winona State University

DeFoe, Ryan
Grants Directory
MBA, Bemidji State University
BA, College of St. Scholastica

Edwards, Courtney
Advisor, TRIO Program
MA, University of Wisconsin – Superior
BA, College of St. Scholastica

Eisenhauer, James
Institutional Research Director
MPA, University of Illinois – Chicago
BA, Marquette University

Feltus, Alyxis
Head Start Project Director
BA, University of Minnesota – Duluth
AA, Fond du Lac Tribal and Community College

Gardner, Jeremy
Ojibwemowining Digital Arts Studio Coordinator
AAS, Fond du Lac Tribal and Community College

Gebhard, Steve
STEM Coordinator
M.EEd University of Minnesota Duluth
BS, University of Wisconsin-Superior

Gelo, Erica
Registrar
BA, Bethel University
AA, Fond du Lac Tribal and Community College

Gelo, Joshua
General Repair Worker
AA, Fond du Lac Tribal and Community College

Getz, Karla
General Maintenance Worker

Graves, Tara
Elementary Education Program Facilitator
MEd, University of Minnesota – Duluth
BAS, University of Minnesota – Duluth
AA, Fond du Lac Tribal and Community College

Hagenah, Paula
Business Office Account Clerk
AAS, Hibbing Community College

Hayes, Eric
Business Office Account Technician
BABE, University of Minnesota - Duluth

Highland, Stephen
Math Tutor
MSc, University of Minnesota – Duluth
BS, University of Minnesota – Duluth

Hill, Kathie
Financial Aid Specialist
BA, Bethel University

Johnson, Ariel
Nandagikendan Academy Director
BS, University of Wisconsin – Superior

Johnson, Stacey
Customized Training Representative
AAS, Lake Superior College

Kermeen, Jeannie
Director of Customized Training
BS, Saint Mary's University of Minnesota
AA, Fond du Lac Tribal and Community College

Kolodynski, Rose
Business Office Clerk
BA, Bethel University
AA, Fond du Lac Tribal and Community College

Kowalczak, Courtney
Environmental Institute Director
MEd, University of Minnesota – Duluth
BS, University of Minnesota – Duluth

Libbon, Sarah
Peer Tutor Coordinator
BA, University of Minnesota – Morris

Martin, Brian
General Maintenance Worker
Diploma, Lake Superior College

Meisner, Kathryn
Student Support Specialist
MBA, Suffolk University
BA, Western New England University

Myhre, Kelsey
Sustainability Coordinator
MA, University of Iowa

Nicholson, Cassandra
Administrative Assistant, Criminal Justice/Peace
Officer and Nursing and Health Sciences
AA, Fond du Lac Tribal and Community College

Paulson, Travis
General Maintenance Worker

Poitra, Peggy
Director of TRIO Programs
MEd, University of Minnesota – Duluth
BS, University of South Dakota

Reed, Sheila
Business Office Account Technician
BS, Bemidji State University
AA, Fond du Lac Tribal and Community College

Resendiz Alonso, Erika
Farm Manager

Romanek, Faith
College Receptionist
A.A.S., Itasca Community College

Rozell, Mariah
Assistant Registrar
BA, University of Wisconsin – Eau Claire

Stirewalt, Jesse
Director of Housing and Student Activities
MS, Gardner – Webb University
BA, College of St. Scholastica

Strapple, Amanda
Admissions Representative
BA, College of St. Scholastica

Sutherland, David
Financial Aid Director
BS, University of Minnesota
AA, Lakewood Community College

Tegels, Ashley
Social Worker
BS, University of Wisconsin – Superior
AA, Fond du Lac Tribal and Community College

Tibbetts, Jeffrey
Title III Project Director
MEd, University of Minnesota – Duluth
BA, University of Minnesota – Duluth

Tracy, Sue
Science Tutor
MS, Montana State University – Bozeman
BAS, St. Cloud State University

Ulvi, LeAnn
Human Resources Specialist

Untiedt, Stephanie
Executive Assistant
AAS, Rochester Community College

Warnes, Taylor
Marketing and Communications Director
BBA, University of Minnesota – Duluth

Wherley, Jodanna
Customized Training Representative
BS, University of Wisconsin – Stevens Point

Yearly, Tiffany
Administrative Assistant, Customized Training
BA University of Minnesota Duluth

CAMPUS AND AREA MAPS



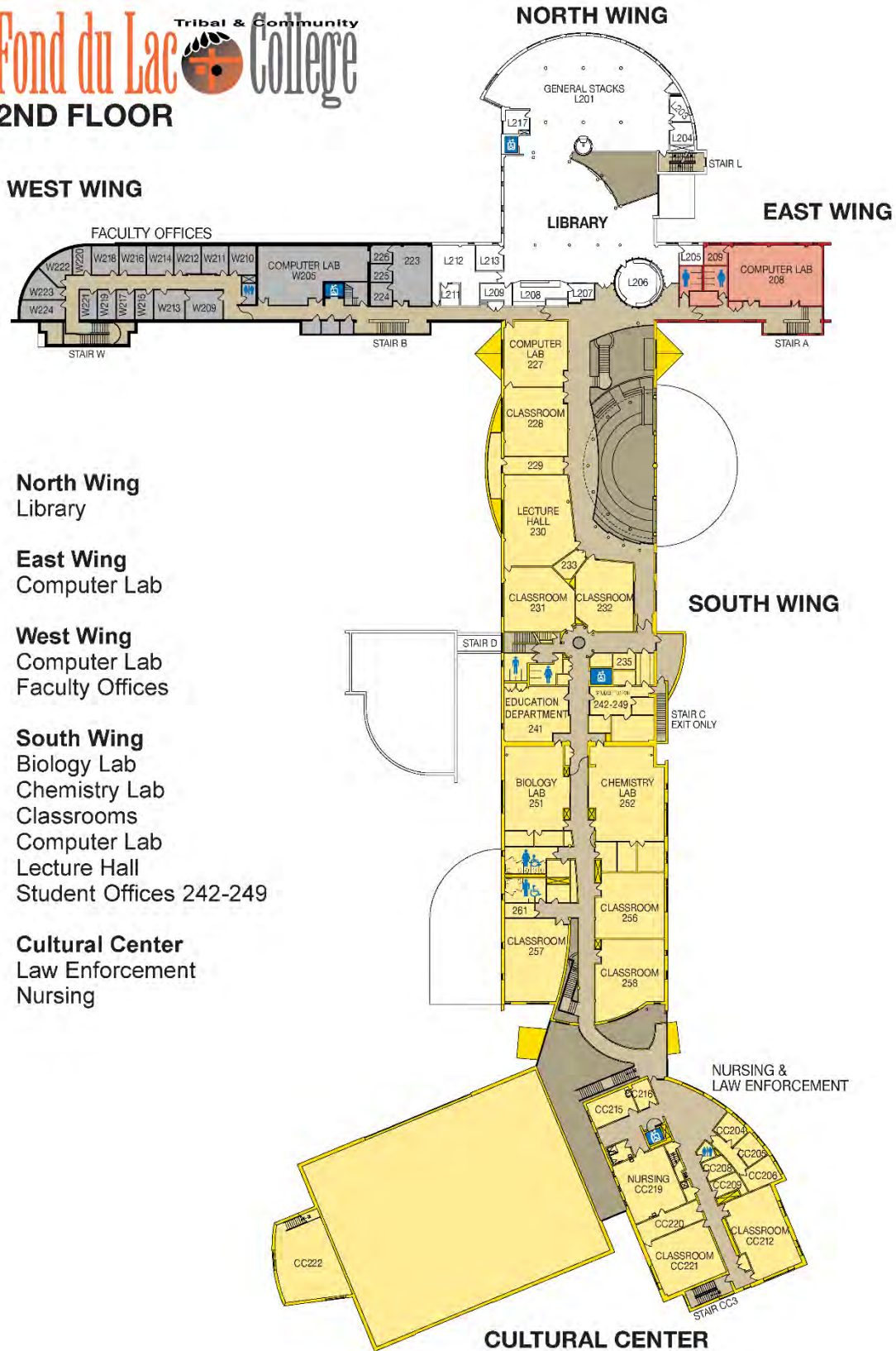
- North Wing**
Information
Student Services
- Financial Aid
 - Admissions
 - Records
 - Registration
 - Advisors / Counselors

- East Wing**
Faculty Offices
Workforce Development

- West Wing**
Administration
Affirmative Action
Career Resource Center
Classrooms
Testing Center

- South Wing**
Auditorium
Bookstore
Child Care Center
Classrooms
Commons
Thunder Deli
Vending
Veterans Resource Center

- Cultural Center**
Gymnasium
Law Enforcement
Locker Rooms
(lower level)



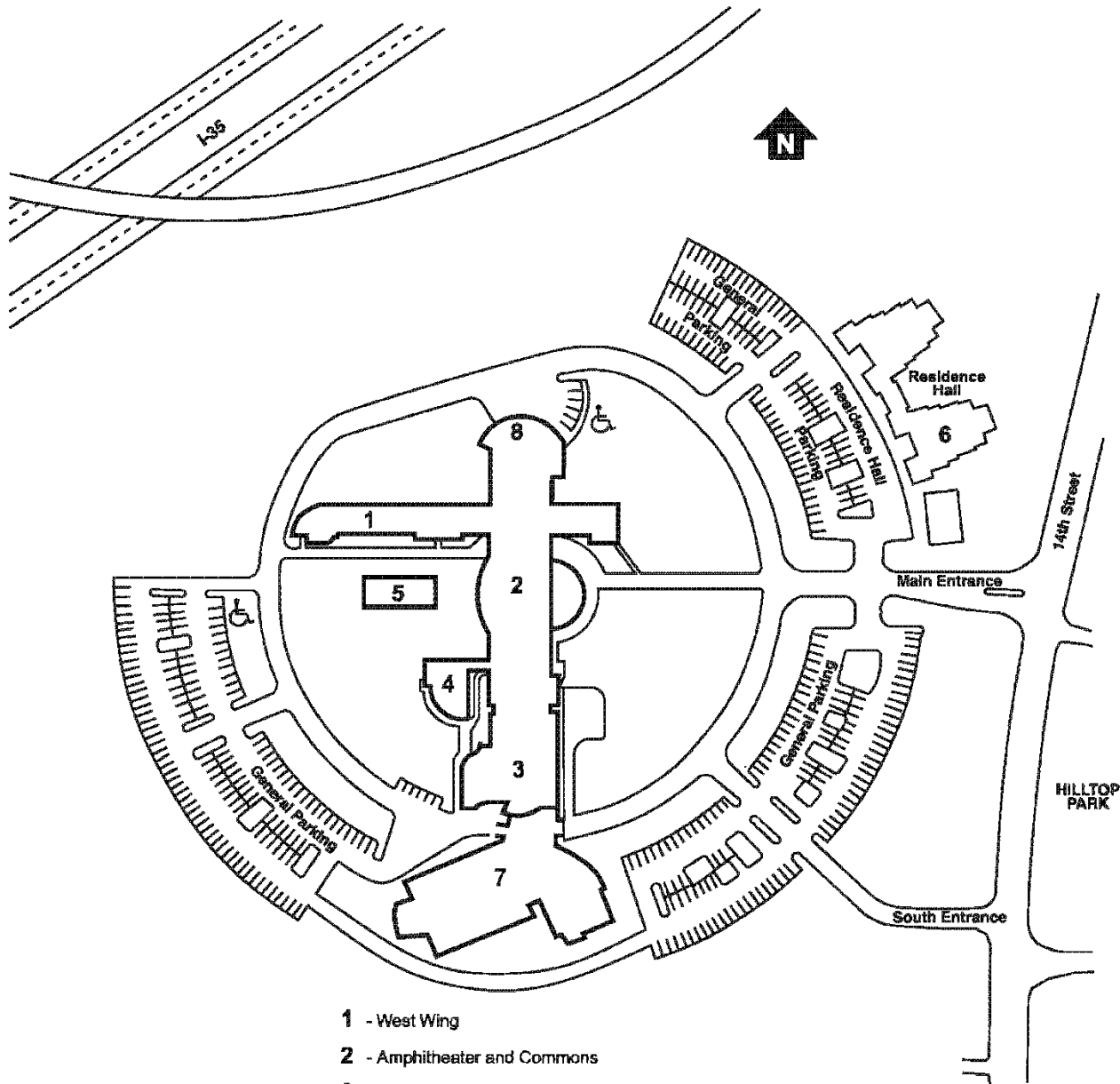
North Wing
 Library

East Wing
 Computer Lab

West Wing
 Computer Lab
 Faculty Offices

South Wing
 Biology Lab
 Chemistry Lab
 Classrooms
 Computer Lab
 Lecture Hall
 Student Offices 242-249

Cultural Center
 Law Enforcement
 Nursing



- 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.