



2017-2018

CATALOG

LAC COURTE OREILLES

OJIBWA COMMUNITY COLLEGE

Honor Your Past – Strengthen Your Future

Lac Courte Oreille Ojibwa Community College is
ACCREDITED BY THE HIGHER LEARNING COMMISSION,
a commission of the North Central Association of Colleges and Schools.

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NOTICE:

This catalog is for general information concerning the Lac Courte Oreilles Ojibwa Community College. Information is subject to change. LCOOCC reserves the right to make changes to the information contained herein. For the most recent version, please visit our website (lco.edu).

President's Welcome

Boozhoo!

On behalf of the College Community, I would like to welcome you to Lac Courte Oreilles Ojibwa Community College (LCOOCC) and thank you for your interest in us!

LCOOCC is a nonprofit Ojibwe Tribal Community College located in Northwest Wisconsin and is dedicated to meeting the needs of students through its four sites: Lac Courte Oreilles, Lac Du Flambeau, Washburn and St. Croix. Our focus is to help all students advance themselves in the world, while integrating Native culture, language and history.

Student Success is our number one priority! We are committed to creating an environment of academic rigor, while embracing traditional Ojibwe teachings. You will find many talented faculty and employees committed to providing and ensuring each student meets their goals whatever they may be.

The College serves both Native and non-Native students and offers a number of associate degrees as well as certificate programs to help prepare students for today's world while maintaining the cultural integrity of the Ojibwe people. I would like to personally invite you to join us and to become a part of this unique experience.

Miigwech,



Diane Vertin, Ed.D.



Board of Regents

The college is an agency of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians and derives its authority from the sovereignty and constitution of the tribe. The management of the college is vested in a Board of Regents of seven (7) individuals who are enrolled members of the Lac Courte Oreilles Tribe. At present the members of the Board of Regents are:

Jason Bisonette
Chairperson

Gary Gerber
Member

Daryl Coons
Vice Chairperson

Kyle Van Acker
Member

Shauna Coons
Treasurer

To Be Decided
Member

Lisa Laronge
Secretary



The College

Mission Statement

The Lac Courte Oreilles Ojibwa Community College mission is to provide Anishinaabe communities with post-secondary and continuing education while advancing the language, culture, and history of the Ojibwa.

Vision Statement

Lac Courte Oreilles Ojibwa Community College fosters the highest levels of student success in academic and personal growth by providing an advanced technological education that integrates Ojibwe culture throughout the curriculum. We are an institution that serves the educational and cultural needs of the community and individual student goals, while empowering purposeful, skilled action that sustains Ojibwe culture.

Philosophy

The college curriculum will reflect identified needs and interests of the Lac Courte Oreilles Band of Lake Superior Chippewa by providing academic, vocational, adult basic education, cultural, and community programs. The primary purpose is to meet the needs of the Native American population and maintain an open door policy.

Purpose Statement

Academic Opportunity

- ◆ Provide quality instruction for academic and personal enhancement.
- ◆ Offer appropriate curriculum leading to Associate of Arts, Associate of Science, and Associate of Applied Science degrees, one-year certificates, specialized certificates, and programs of cultural enrichment.

Student Services

- ◆ Maintain open enrollment.
- ◆ Foster student growth in areas of cultural interest and social development as well as in academic performance.

Community Outreach

- ◆ Help develop resources and technical assistance for community projects and community research.
- ◆ Function as an information and educational resource in the community.
- ◆ Provide leadership for cultural preservation.
- ◆ Facilitate training for tribal economic development.

Statement of Principle

All students in associate degree and certificate programs need to complete courses that meet the General Education Requirements. The General Education Program at LCOOCC is intended to provide a foundation for future academic and career success. It presents an array of disciplines enabling our students to make informed decisions, develop an understanding of diversity, and create enthusiasm for learning. Built into the foundation of LCOOCC is the strong heritage and ethnicity that the college and the community have to offer. While meeting the needs and standards of a sound General Education, LCOOCC has incorporated materials in the curriculum coursework to include the culture, wisdom, and self-determination of the Lake Superior Ojibwe.

History



In 1982, a task force of educators and parents undertook the establishment of Lac Courte Oreilles Ojibwa Community College. A Needs Assessment and Planning effort was conducted in the summer of 1982 and the task force called on the Bureau of Indian Affairs to conduct a feasibility study to determine the appropriateness of a tribal community college at Lac Courte Oreilles.

In August of 1982, the Lac Courte Oreilles Tribal Governing Board chartered the college and provided it with Articles of Incorporation. Classes were held throughout the 1982 – 1983 academic year primarily through the volunteer efforts of part-time instructors.

The Bureau of Indian Affairs conducted on-site evaluations in April of 1983 and notified the college that it had fulfilled all requirements and was approved for funding for the fiscal year under P.L. 95-471, the Tribally Controlled Community College Assistance Act of 1978. This Act continues to be the prime source of funding for the college.

LCOOCC granted its first certificates of completion in the Community Health Educator program in June 1985. In May 1986, the college granted its first Associate of Arts Degree.

LCOOCC was granted candidate status for accreditation by the North Central Association of Colleges and Schools in February 1987. This six-year accreditation process resulted in full accreditation of all programs in February 1993. Credit transfer agreements with public and private colleges and universities were signed and two-plus-two agreements in Nursing with UW-Eau Claire and Agriculture and Natural Resource Management with UW-River Falls were developed to facilitate transfer of LCOOCC students to baccalaureate programs. In 1998, LCOOCC was granted an additional 8 years of reaccreditation.

LCOOCC received Land Grant Status approval on October 5, 1994, in legislation passed by the U.S. Congress within the Tribal College Act Endowment Amendment. This Amendment was attached to the Elementary and Secondary Education Act (ESEA) and signed into law by President Bill Clinton.

In spring 2003, the Cultural Resource Center was completed with the grand opening in November 2004. In May 2007, the Library at LCOOCC was completed and the grand opening was held in August 2007.

In 2011 the College dedicated a fully-equipped Nursing Simulation Lab to support instruction in Allied Health programs. In the fall of 2016 a new 6100 sq. ft. facility was dedicated, replacing a portion of campus that had been severely damaged during a fire in 2012. This new “600 Wing” addition contains a large Student Commons, a commercial kitchen, a study room, a classroom, and storage spaces and houses the College’s Extension programs and staff.

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Lac Courte Oreilles Ojibwa Community College (LCOOCC) is a non-profit Ojibwe tribal community college. We are an open-door institution which welcomes anyone who would like to work toward a better tomorrow. LCOOCC does not discriminate based upon race and will not deny admission to any Native student regardless of tribal enrollment or affiliation.

General Education Requirements

Outcomes

General education outcomes are fulfilled by taking courses that meet the general education course requirements. The outcomes are assessed annually using a variety of direct and indirect methods. This data is used by faculty and administration to improve the general education requirements.

Students receiving an associate degree will:

1. Communicate effectively;
2. Demonstrate mathematical literacy;
3. Practice community engagement and social responsibility;
4. Demonstrate an understanding of Ojibwe and other Native American cultures;
5. Be able to locate, gather, and synthesize information.

Requirements

General education courses are fulfilled early in a student's program of study. These courses are required of students seeking an associate's degree and are detailed below. They are designed to strengthen the students' knowledge base in reading, writing, study skills, public speaking, problem solving, and interpersonal skills.

GENERAL EDUCATION COURSES		
Course #	Course Title	Credits
EDC 110	Introduction to Higher Education	3
ENG 108	College Writing, Research, and Critical Reading	3
ENG 109	Advanced College Writing, Research, and Critical Reading	3
ENG 112	Fundamentals of Speech	3
MTH XXX	See Degree Plan	3 or 4
NAS 100	Introduction to Ojibwe Culture	3

Electives

Courses can only fulfill one course on degree plan– they are not counted in two areas.

HUMANITIES (Arts, Culture, History, Language, Literature, Philosophy)

ART 101	Basic Drawing	ENG 104	Creative Writing
ART 103	Introduction to Painting	ENG 219	Native American Literature
ART 114	Beading I	NAS 101	Ojibwemowin I
ART 115	Beading II	NAS 110	Introduction to Native American History
ART 116	Finger Weaving	NAS 212	Wisconsin Native History
ART 121	History of Native Americans in Film	NAS 205	Ojibwe History
ART 200	Native American Art History	NAS 230	Ojibwe Literature and Storytelling
ART 233	Graphic Design/Desktop	NAS 242	Native American Philosophy

SOCIAL SCIENCES (Economics, Law, Psychology, Sociology)

BUS 220	Microeconomics	PSY 206	Abnormal Psychology
BUS 221	Macroeconomics	PSY 210	General Psychology
NAS 213	U.S. Federal Indian Policy and Law	PSY 242	Human Growth and Development
NAS 222	Introduction to Tribal Government	SOC 111	Introduction to Sociology
POL 110	Introduction to American Government	SOC 205	Sociology of Race, Diversity and Ethnicity in the United States

PHYSICAL OR NATURAL SCIENCES – NO LAB

SCI 110	Earth Science	SCI 116	Introduction to Water Resources
SCI 111	Environmental Science	SCI 118	Fisheries and Aquaculture
SCI 112	Introduction to Forestry	SCI 161	Introduction to Plant Science
SCI 115	Introduction to Wildlife Science	SCI 169	Introduction to Horticulture

PHYSICAL OR NATURAL SCIENCES – 2 HOUR LAB

SCI 101	General Cell Biology, Genetics, and	SCI 215	Freshwater Ecology
SCI 102	General Animal Biology and Ecology	SCI 232	Microbiology
SCI 103	General Chemistry I	SCI 240	Fall Ethnobotany
SCI 104	General Chemistry II	SCI 241	Spring Ethnobotany
SCI 214	Hydrology		

MATH

All math courses can be used as a math elective except ALP math courses.

The Seven Teachings

Zaagi'idiwin (Love)

To know love is to know peace. Love is based on affection, respect, and kindness. Love cannot be demanded...it must be earned and given freely from the goodness of your heart.

Zoongide'iwin (Bravery)

To face life with courage is to know bravery. It is the personal strength to face difficulties, obstacles, and challenges. It is the courage to make positive choices. Never give-in and never give-up!

Dibaadendiziwin (Humility)

Humility is to accept yourself as a sacred part of creation. Recognize the human need for balance in life. Know that you are equal to everyone else. Take pride in what you do and share your accomplishments with others.

Gwayak0waadiziwin (Honesty)

To walk through life with integrity is to know honesty. Do not be deceitful or use self-deception.

Minaadendamowin (Respect)

Respect is to honor our traditional roots and teachings. Honor our families, others, and ourselves. Don't hurt anything or anyone, on the outside or the inside.

Nibwaakaawin (Wisdom)

To cherish knowledge is to know wisdom. Listen and use the wisdom of the elders.

Debwewin (Truth)

To know the teachings of the Seven Grandfathers is to know the truth. Faithfully apply these teachings and trust in the Creator. Be true in everything you do. Be true to yourself and true to your fellow man/fellow woman. Understand it, speak it, live it!

The Seven Grandfather Teachings come from the Mishomis Book by Eddie Benton-Banai

LCOOCC Programs and Certificates

LCOOCC Programs Offered by Location				
Degrees and Programs	LCO Main	St. Croix	North	LDF
Associate Degree of Nursing (ADN)				
<i>Nursing</i>	*			
Associate of Arts (AA)				
<i>Early Childhood</i>	*			
<i>Human Services</i>	*			
<i>Liberal Arts</i>	*	*	*	*
<i>Native American Studies</i>	*	*	*	*
<i>Native American Studies – Language emphasis</i>	*	*	*	*
Associate of Applied Science (AAS)				
<i>Accounting</i>	*	*	*	*
<i>AG & Natural Resources</i>	*			
Associate of Science (AS)				
<i>Small Business Administration</i>	*	*	*	*
<i>Pre-Nursing</i>	*			
<i>Science</i>	*			
Certificates				
<i>AODA Pending</i>	*			
<i>Native American Art</i>	*			
<i>Native American Tribal Management</i>	*	*	*	*
<i>Office Support Specialist Pending</i>	*	*	*	*
<i>Ojibwe Language</i>	*	*	*	*
<i>Personal Care Worker</i>	*	*	*	*

Associate of Arts

The Associate in Arts degree (AA) including Human Services, Early Childhood, Liberal Arts, and Native American Studies, and Native American Studies (Language Emphasis) is intended primarily for students who plan to transfer to another college to complete a bachelor's degree. It can be considered the first two years of a four-year degree program. The AA degree is a liberal arts degree.

Associate of Science

The Associate in Science degree (AS) including Science, Small Business Administration, and Pre Nursing is intended for students who wish to balance a liberal arts education with career oriented classes. The primary purpose of the degree is to provide the credentials for a specific career and prepare students for admission to an upper division college.

Associate of Applied Science

The Associate in Applied Science degree (AAS) including Accounting, Agriculture and Natural Resources is primarily intended if students plan to use the competence gained through the degree for immediate employment. The AAS degree is granted in a specific major and typically at least 1/2 of the coursework is in the program area and the balance of credits are either in your program area or general education depending on the specific program chosen.

Certificates

Certificates are intended for those students who want to focus on learning specific occupational skills and use them for immediate employment or career advancement. LCOOCC offers one year certificates with a minimum of 30 credits. Specialized certificates that vary in length and credit assignment are also offered.

Associate Degree of Nursing - Nursing

Student Profile

As an Associate Degree of Nursing student, you should:

- ◆ Complete the Nursing Assistant (NA) course
- ◆ Maintain current immunization records and CPR certification
- ◆ Pass a standard background check (required for state licensure as a Registered Nurse)
- ◆ Practice within the ethical/legal framework of nursing which governs the actions of Nursing students, in accordance with the ANA Code of Ethics and within existing legal parameters
- ◆ Have good manual dexterity and visual acuity
- ◆ Respond well in stressful situations
- ◆ Demonstrate autonomy
- ◆ Attend all discussions and clinical sessions on time and come prepared
- ◆ Abide by all college rules and policies as outlined in the LCO Student Handbook

Career Outlook

The latest report by the Bureau of Labor Statistics predicts that employment of registered nurses will jump 26% from 2010 to 2020. The typical careers that are available after graduation include:

- ◆ Nurse Technician (after completion of semester 2)
- ◆ Registered Nurse (once licensed)

Program Overview

The Nursing Program will educate students in the art of caring and prepare them with evidence-based knowledge and clinical practicum to take the NCLEX-RN licensing examination upon graduation. This fundamental level of nursing will help them to earn a career foundation in the health care field and provide opportunities to work in entry-level nursing positions.

Program Outcomes

Students who complete the Associate Degree of Nursing should be able to:

- ◆ Utilize standards of care in application of the nursing process in caring for clients across the life-span.
- ◆ Communicate in a professional manner.
- ◆ Base nursing care decisions on evidence based practice and theoretical concepts.
- ◆ Provide holistic and compassionate care.
- ◆ Effectively educate client (s).
- ◆ Demonstrate accountability and responsibility.
- ◆ Lead in a professional manner based on standards of nursing practice.
- ◆ Apply knowledge and competency performance evaluations for continuous self-development & life-long learning.

Specialized Program Accreditation and State Approval

The Accreditation Commission for Education in Nursing (ACEN) is a national, specialized accreditation authority for all types of nursing programs, including ADN. LCOOCC's ADN program is not currently accredited by the ACEN. ACEN accreditation is not a requirement by the Wisconsin State Board of Nursing to be eligible to take the National Council Licensure Examination (NCLEX). Some colleges that offer advance degree programs in nursing, beyond the ADN level, may only consider those students who graduated from an accredited program. Please talk to a program advisor or nursing department faculty member if you have any questions about accreditation.

To practice as a licensed nurse in Wisconsin, you must pass the NCLEX exam. The Wisconsin State Board of Nursing sets standards for and approves schools that can train nursing students to be eligible to sit for the NCLEX exam. LCOOCC is not yet Board approved but the College is authorized to admit students, who, when they graduate, are authorized to sit for the NCLEX licensing exams.

Associate Degree of Nursing (A.D.N) Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
1st year-Fall Semester			
EDU 110 Intro to Higher Education	3		
ENG 108 College Writing	3	ACPLR score 82 >	
SCI 230 Anatomy and Physiology with Lab	4	SCI 101 or SCI 102	
NSG 114 Nursing Fundamentals	2	A.D.N course sequence	
NSG 219 Pharmacology	2	A.D.N course sequence	
NSG 116 Introduction to Clinical Practice	2	A.D.N course sequence	
NSG 115 Nursing Skills	3	A.D.N course sequence	
Total	19		
1st Year- Spring Semester			
ENG 109 Advanced College Writing	3	ENG 108	
SCI 231 Anatomy and Physiology II with Lab	4	SCI 230	
NSG 105 Nursing Health Alterations	3	A.D.N course sequence	
NSG 118 Introduction to Clinical Care Management	2	A.D.N course sequence	
NSG 117 Nursing Health Promotions	3	A.D.N course sequence	
NSG 108 Clinical Care across Lifespan	2	A.D.N course sequence	
Total	17		
2nd Year-Fall Semester			
SOC 111 Introduction to Sociology	3	ENG 109	
PSY 210 General Psychology	3	ENG 109	Online
SCI 232 Microbiology with Lab	4	SCI 230	
NSG 215 Complex Health Alterations I	3	A.D.N course sequence	
NSG 217 Intermediate Clinical Practice	3	A.D.N course sequence	
NSG 216 Behavioral and Community Health	2	A.D.N course sequence	
NSG 218 Advanced Nursing Skills	1		
Total	19		
2nd Year-Spring Semester			
PSY 242 Human Growth and Development	3		Online
NSG 220 Complex Health Alterations II	3	A.D.N course sequence	
NSG 222 Advanced Clinical Practice	3	A.D.N course sequence	
NSG 221 Management and Professional Concepts	2	A.D.N course sequence	
NSG 223 Nursing Clinical Transition	2	A.D.N course sequence	
Total	13		
TOTAL DEGREE CREDITS	71		
Required for School of Nursing			
HTH 116 Nursing Assistant Program	3		
HTH 250 AHA Healthcare Providers CPR	1		

Associate of Arts–Early Childhood Education

Student Profile

As an Early Childhood student, you should:

- ◆ Enjoy and respect children
- ◆ Exhibit a caring attitude
- ◆ Use good judgment
- ◆ Be dependable
- ◆ Communicate effectively
- ◆ Demonstrate awareness of diverse cultures

Career Outlook

The demand for Early Childhood professionals continues to increase. The typical careers that are available after graduation include:

- ◆ Child care teacher
- ◆ Child care assistant teacher
- ◆ Family childcare provider
- ◆ Infant or toddler caregiver
- ◆ Head Start educator
- ◆ School teacher aide

Program Overview

The Early Childhood Program prepares individuals to plan and implement developmentally appropriate programs in a variety of early childhood settings, including infant toddler programs, preschool programs, preschools and childcare centers, family childcare homes, Head Start and Early Head Start.

Coursework includes theory and foundations of child growth and development; child health, safety, and nutrition; child guidance; curriculum planning; administration of ECE programs; observations and assessment; working with parents and families; and understanding children with challenging conditions. Ojibwe culture, values and language are integrated throughout the curriculum.

Program Outcomes

Students who complete the Associate in Early Childhood should be able to:

- ◆ Demonstrate and implement appropriate curriculum for young children
- ◆ Provide safe and healthy environments for young children
- ◆ Provide an early childhood program that will emphasize awareness of diverse cultures

Associate of Arts–Early Childhood Education Curriculum

Program Requirements	CR.	Prerequisites	Term
1st Year-Fall Semester-1ST 8 wks			
ECE 101 Introduction to Early Childhood	3		Fall
EDC 110 Introduction to Higher Education	3		Fall
1st Year-Fall Semester-2ND 8 wks.			
ECE 103 Creative Activities for the Classroom	3	ECE 101	Fall
ENG 108 College Writing, Critical Reading &	3	Acplr score 82> /C in ALP 108	Fall
SOC 111 Intro to Sociology-online 16 wks.	3		
TOTAL	15		
1st Year-Winter			
ECE 104 Professional Field Practice I- online	2	ECE 101	W
TOTAL	2		
1st Year-Spring Semester-1ST 8 wks.			
ECE 105 Ojibwe Language in the Early Class	3	ECE 101,103/inst per	Spring
ENG 109 Advanced College Writing &	3	C^ in ENG 108	Spring
PSY 242 Human Growth and Development- online 16 weeks	3		Spring
1st Year-Spring Semester-2ND 8 wks			
MTH 146 Algebra	3	76-120 Algebra test	Spring
ENG 112 Speech	3		
TOTAL	15		
1st Year-Summer			
NAS 100 Intro Ojibwe Culture	3		F/S/SU
Math or English if needed	3 or 4		
TOTAL	6 or 7		
2nd Year-Fall Semester- 1ST 8 WEEKS			
ECE 203 Health, Nutrition & Safety Early Childhood	3	ENG 108 & 109	Fall
ECE 223 Children's Lit & Lit in Early Class	3	ECE 101,103,105	Fall
PSY 210 General Psychology- online 16 wks	3	ENG 108 & 109	Fall
2nd Year-Fall Semester- 2ND 8 wks			
ECE 224 Science and Math in the Early Class	3	ECE 101,103 ENG108,109	Fall
ECE 225 Professional Field Practice II	2	ECE 101,103,105	Fall
TOTAL	14		
2nd Year-Winter			
HUS 201 Family Systems - online	3	ECE 101,103,104,105	W/SU
TOTAL	3		
2nd Year-Spring Semester-1ST 8wks			
ECE 260 Child Guidance & Self-Concept	3		Spring
ECE 270 ECE Program Management	3		Spring
SCI 102 Animal Biology zoom/lab- 16 wks	4		
2nd Year-Spring Semester-2ND 8 wks			
ECE 291 Field Practicum	6	All ECE/minimum 2.5 GPA	Spring
TOTAL	12		
TOTAL DEGREE CREDITS	68		

Associate of Arts-Human Services

Student Profile

As a Human Services student, you should:

- ◆ Enjoy supporting individuals and families
- ◆ Exhibit compassion, empathy, and acceptance
- ◆ Use good judgment
- ◆ Be dependable and flexible
- ◆ Communicate effectively
- ◆ Demonstrate awareness of diverse cultures

Career Outlook

Graduates may work in a wide variety of settings such as:

- ◆ Social service agencies
- ◆ Children's service agencies
- ◆ Employment Services
- ◆ Rehabilitation/ Aftercare
- ◆ Probation and Parole
- ◆ Domestic abuse shelters
- ◆ Victim's service program
- ◆ Mental health facilities
- ◆ Substance abuse programs

Program Overview

The Human Services Program is designed to educate and prepare graduates to fulfill a wide range of family and individual needs in a variety of human service settings, especially in and around tribal communities. The program combines liberal arts education, human services/mental health care courses, and practicum courses. Information is presented in the classroom setting and through field placements in supervised program experiences.

NOTE: In order to graduate, LCOOCC Human Services students must have a 2.5 GPA in the program.

Program Outcomes

Students who complete the Associate in Human Services should be able to:

- ◆ Support individuals and families with issues that potentially cause people to experience problems in life, in tribal, and non-tribal life.
- ◆ Develop plans to address the impact of social policies on Human Services client systems and in particular in tribal systems.
- ◆ Guide people through systems (tribal and non-tribal) that are in place to help with a variety of problems.

Associate of Arts-Human Services Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
1st year- Fall Semester-1ST 8 WEEKS			
HUS 101 Introduction to Human Services	3		Fall
EDC 110 Introduction to Higher Education	3		Fall
1st year- Fall Semester-2ND 8 WEEKS			
HUS 104 Human Services Skills and Practice	3	HUS 101	Fall
ENG 108 College Writing ,Critical Reading &	3	ACPLR score 82 >	Fall
SOC 111 Introduction to Sociology-online16 weeks	3		Fall
Total	15		
1st year-Winter			
HUS 102 Professional Field Practice I- online	2	HUS 101 & 103	
Total	2		
1st year-Spring Semester-1ST 8 WEEKS			
HUS 105 Group Dynamics	3	HUS 101,104 / instruct permits	Spring
ENG 109 Advanced College Writing ...	3	C^ in ENG 108	Spring
PSY 242 Human Growth and Development-online 16 weeks	3	ENG 108 & 109	Spring
1st year-Spring Semester-2ND 8 WEEKS			
ENG 112-Fundamentals of Speech	3		
MTH 146 College Algebra	3	C in ALP 101 EA 91>	Spring
Total	15		
1st year-Summer			
NAS 100 Intro to Ojibwe Culture	3		
Math or English if needed	3 or4		
Total	6 or 7		
2nd year-Fall Semester-1ST 8 WEEKS			
HUS 203 Conflict Resolution & Mediation	3	HUS 101 Hus 104 /instruct permits	Fall
HUS 210 Grant Writing & Program Evaluation	3	ENG 108 & 109	Fall
PSY 210 General Psychology -online 16 weeks	3	ENG 108 & 109	Fall
2st year-Fall Semester-2ND 8 WEEKS			
POL 111 Intro to American Government	3		Fall
Hus 202 Professional Field Service II	2	HUS101,104,201,PSY 210 /instructor permission	Fall
Total	14		
2nd year-Winter			
HUS 201 Family Systems- online	3	HUS 102	
2nd year-Spring Semester-1ST 8 WEEKS			
NAS 222 Introduction to Tribal Gov't	3	ENG 108 & 109	Spring
PSY 206 Abnormal Psychology- online 16nweeks	3	ENG 108 & 109, PSY 210	Spring
SCI 102 Animal Biology- 16 weeks- Zoom/lab	4		
2nd year-Spring Semester-2ND 8 WEEKS			
HUS 240 Human Services Practicum	6	2.5 GPA (prog) & I.A.	Spring
TOTAL	16		
TOTAL DEGREE CREDITS	68		

Associate of Art-Liberal Arts

Student Profile

As a Liberal Arts student, you should:

- ◆ Be a life-long learner
- ◆ Want to study a wide variety of subjects
- ◆ Intend to prepare for a baccalaureate
- ◆ Have communication skills

Career Outlook

Liberal arts graduates are particularly well suited for today's job market. The state of the economy, technology, and the need for a global perspective makes liberal arts majors and the wide range of skills they possess even more essential. Technical skills are necessary in many professions; however, employers are recognizing they can be taught on the job. Graduates with the "people" and communication skills gained as liberal arts majors are valued highly by employers.

Program Overview

The Liberal Arts Program provides a structured and coherent path for many students at Lac Courte Oreilles Ojibwa Community College. It is designed for students planning to transfer to baccalaureate programs after study at the College. The Liberal Arts Program provides knowledge of the diversity of human experience that will enrich and transform our world. At LCOOCC, humanities faculty and students explore big questions as they investigate the human experience in exciting, collaborative ways.

Program Outcomes

Students who complete the Associate Degree in Liberal Arts should be able to:

- ◆ Demonstrate competence in both oral and written communication through a variety of means such as essays, research papers, presentations and class discussions.
- ◆ Demonstrate an informed understanding of cultural diversity, both in the United States and internationally.
- ◆ Demonstrate the ability to think critically about ideas and concepts in the arts, humanities, social and natural sciences, and mathematics.

Associate of Art-Liberal Arts Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
SEMESTER #1 - FALL			
EDC 110 Introduction to Higher Education	3		F/S
ENG 108 College Writing	3	ACPLR score 82 >	F/S
CPS 101 Computer Applications	3	ACPLR score 21 >	F/S
SOC 111 Introduction to Sociology - ONLINE	3		F/S
NAS 100 Introduction to Ojibwe Culture	3		F/S
Total	15		
SEMESTER #2 - SPRING			
ENG 109 Advanced College Writing	3	"C^" in ENG 108	F/S
ART or Culture Elective	3		F/S
MTH 115 Algebra w/Application OR 146 College Algebra	MTH 4	C in ALP 101 EA 91>	F/S
MTH 146 College Algebra			
Physical or Natural Science Elective	3		
Humanities Elective	3		
Total	16		
SEMESTER #3 - FALL			
ENG 112 Fundamentals of Speech	3		F/S
PSY 210 General Psychology- ONLINE	3	ENG 109	F
SCI xxx Science w/lab- choose	4		F
Social Science Elective	3		F
HTH Elective	3		F
Total	16		
SEMESTER #4 - SPRING			
15-16 (200 LEVEL) credits in one or more of the following areas:			S
Social Science			S
Art			S
Culture			S
Math			S
Humanities			S
Physical or Natural Science			S
Total	15/16		
TOTAL DEGREE CREDITS	61/62		

Associate of Arts–Native American Studies

Student Profile

As a Native American Studies student, you should:

- ◆ Desire knowledge of Native peoples' history, language, and their respective communities
- ◆ Want to experience Native American culture beyond the classroom setting
- ◆ Communicate effectively

Career Outlook

A degree in Native American Studies will allow you to enter further undergraduate, graduate, and professional programs while also serving as a gateway to increasing potential for personal growth and advancement.

A variety of career options are available in:

- ◆ Ojibwe education and cultural instruction
- ◆ Federal/state/tribal organizations
- ◆ Native law and politics
- ◆ Research specialization
- ◆ Journalism
- ◆ The arts and other media

Program Overview

The Native American Studies Program is designed for individuals who seek knowledge and experience of indigenous history, culture, language, literature, art, philosophy, political and social science, and sovereignty.

Student learning focuses on Ojibwe culture and the interaction between traditional and contemporary knowledge and activities. Topics that will be examined in this degree program include: the historical and contemporary relationship between Native and non-Native people, the unique status of Native Americans nations with sovereign powers, and the importance of language as a means of cultural expression and revitalization.

This degree provides special emphasis on the language, culture, and traditions of the Ojibwe of the Great Lakes Region.

Program Outcomes

Students completing the Native American Studies program should be able to:

- ◆ Demonstrate knowledge of sovereignty and the unique political status of Native Americans in the United States.
- ◆ Interpret/evaluate historical documents pertaining to Native Americans.
- ◆ Articulate how to incorporate Ojibwe culture into daily lives.

Associate of Arts–Native American Studies Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
SEMESTER #1 - FALL			
EDC 110 Introduction to Higher Education	3		F/S
ENG 108 College Writing	3	ACPLR score 82 >	F/S
CPS 101 Computer Applications	3	ACPLR score 21 >	F/S
NAS 101 Ojibwemowin I	4		F
Arts or Culture Elective	3		
Total	16		
SEMESTER #2 - SPRING			
ENG 109 Advanced College Writing	3	"C^" in ENG 108	F/S
MTH 115 Algebra w/Applications	4	C in ALP 101 or MTH 112	F/S
NAS 100 Introduction to Ojibwe Culture	3		F/S
NAS 102 Ojibwemowin II	4	NAS 101	S
Humanities or Social Sciences Elective	3		F/S
Total	17		
SEMESTER #3 - FALL			
ENG 112 Fundamentals of Speech	3		F/S
NAS 110 Introduction to Native American History	3		F
NAS 205 Ojibwe History	3	ENG 109	F
NAS 213 U.S. Federal Indian Policy & Law	3	ENG 109	F
NAS 219 Native American Literature **OR**	3	ENG 109	F
NAS 230 Ojibwe Literature & Storytelling			S
Total	15		
SEMESTER #4 - SPRING			
NAS 212 Wisconsin Native History	3	ENG 109	S
NAS 222 Introduction to Tribal Government	3	ENG 109	S
NAS 242 Native American Philosophy	3	ENG 109	S
Physical or Natural Sciences w/Lab	4		F/S
Total	13		
TOTAL DEGREE CREDITS	61		

Associate of Arts-Native American Studies* Language

Student Profile

As a Native American Studies student focused on language you should:

- ◆ Have an interest in the history and language of Native people.
- ◆ The desire to use Ojibwe language

Career Outlook

A degree in Native American Studies Language can lead to career positions in such fields such as:

- ◆ Education and cultural instruction including language
- ◆ Tribal Organizations
- ◆ Research Specialization

Program Overview

The Native American Studies Language emphasis program is designed for individuals who seek the knowledge and experience of Native American History, culture, and sovereignty. This degree also provides an opportunity to develop Ojibwe language skills.

Program Outcomes

Students completing the Native American Studies program should be able to:

- ◆ Demonstrate a strong ability in Ojibwemowin
- ◆ Demonstrate knowledge of Native American history , culture, and sovereignty
- ◆ Articulate how to incorporate Ojibwe culture into daily lives.
- ◆ Interpret/evaluate historical documents pertaining to Native Americans.

Associate of Arts-Native American Studies* Language Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
SEMESTER #1 - FALL			
EDC 110 Introduction to Higher Education	3		F/S
ENG 108 College Writing	3	ACPLR score 82 >	F/S
CPS 101 Computer Applications	3	ACPLR score 21 >	F/S
NAS 101 Ojibwemowin I	4		F
NAS 100 Introduction to Ojibwe Culture	3		
Total	16		
SEMESTER #2 - SPRING			
ENG 109 Advanced College Writing	3	"C^" in ENG 108	F/S
MTH 115 Algebra w/Applications	4	"C^" in ALP 101 or MTH 112	F/S
ARTS or Culture Elective	3		F/S
NAS 102 Ojibwemowin II	4	NAS 101 or I.A.	S
NAS 110 Introduction to Native American History 3	3		F/S
Total	17		
SEMESTER #3 - FALL			
ENG 112 Fundamentals of Speech	3		F/S
NAS 201 Ojibwemowin III	4	NAS 102 or I.A.	F
Humanities or Social Science Elective	3	ENG 108	F
NAS 222 Introduction to Tribal Government	3	ENG 109	F
Total	13		
SEMESTER #4 - SPRING			
NAS 202 Ojibwemowin IV	4	NAS 201 or I.A.	S
NAS 213 US Indian Federal Policy & Law	3	ENG 109	S
NAS 230 Ojibwe Literature & Storytelling	3	ENG 109	S
NAS 212 Wisconsin Native History	3	ENG 109	S
Physical or Natural Sciences w/Lab Elective	4		
Total	17		
TOTAL DEGREE CREDITS	63		

Associate of Applied Science-Accounting

Student Profile

Students entering the Accounting program should possess the following:

- ◆ An aptitude for mathematics
- ◆ Aptitude for close attention to detail
- ◆ Good communication skills
- ◆ Good computer skills

Career Outlook

Graduates may work in a wide variety of settings such as:

- ◆ Accounting assistant
- ◆ Accounting clerk
- ◆ Accounts payable clerk
- ◆ Billing clerk
- ◆ Billing coordinator
- ◆ Bookkeeper
- ◆ Consultant
- ◆ Junior accountant
- ◆ Loan administrator
- ◆ Payroll clerk
- ◆ Public, Tax or Cost accountant
- ◆ Staff accountant
- ◆ Tax advisor
- ◆ Tax preparer

Program Overview

The Accounting Program is designed to provide the student the necessary analytical, conceptual, and technical knowledge and proficiency in accounting. It will prepare the student to build a solid foundation of career-specific accounting skills, including basic accounting, cost accounting, taxation, financial statement analysis, and payroll accounting; to prepare for a wide array of professional opportunities.

Program Outcomes

Students who complete the Associate of Applied Science in

Accounting should be able to:

- ◆ Possess the necessary skills to perform basic functions of entry level bookkeeping/accounting positions.
- ◆ Apply related accounting knowledge such as taxation, payroll, auditing, in performing accounting/bookkeeping functions/work.
- ◆ Use technology (i.e. computers, accounting software, information data bases) to perform and enhance financial and management reports.
- ◆ Use clear and concise communication to convey relevant financial and non-financial information so that decision makers can formulate informed decisions.

Associate of Applied Science-Accounting

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
EDC 110 Intro to Higher Education *	3		F/S/SU
ENG 108 College Writing *	3	Acplr score 82> /C in ALP 108	F/S/SU
MTH 113 Statistics- online	3	MTH score 80> EA score 23>	F/S/SU
NAS 100 Intro to Ojibwe Culture *	3		F/S/SU
CPS 101 Computer Applications *	3	ACPLR score 21 >	F/S/SU
Total	15		
First Year Spring Semester			
ENG 109 Advanced College Writing *	3	C in ENG 108	F/S/SU
BUS 110 College Accounting I- online	3		S
CPS 206 Excel- online	3		S
SCI xxx Science w/lab *	4		S
ENG 112 Fundamentals of Speech *	3		F/S/SU
Total	16		
Summer Semester			
BUS 222 College Accounting II- online	3	BUS 110	SU
Total	3		
2nd Year Fall Semester			
BUS 200 Computerized Accounting- online	3	BUS 110, BUS 222	F
BUS 220 Microeconomics- online	3	ENG 108 & 109	F
BUS 202 Managerial Accounting- online	3	BUS 110, BUS 222	F
BUS 236 Income Tax Accounting- online	3	BUS 110, BUS 222	F
BUS 237 Intermediate Accounting I- online	4	Bus 110, BUS 222	F
Total	16		
BUS 221 Macroeconomics- online	3	ENG 108 & 109	F
BUS 238 Payroll Accounting- online	3	BUS 110, BUS 222	F
BUS 239 Intermediate Accounting II- online	4	BUS 110, BUS 222	F
BUS 226 Government & Non-Profit Accounting- online	3	BUS 110, BUS 222	F
Total	13		
DEGREE PROGRAM TOTAL	60		

Associate in Applied Science-Agriculture and Natural Resource Management

Student Profile

As an Agriculture and Natural Resource Management student you should:

- ◆ Desire to help people and the environment
- ◆ Enjoy working in an outdoor setting
- ◆ Have an interest in land resource or water management

Career Outlook

Graduates of this Agriculture & Natural Resource Management program will be qualified for a variety of positions including some of the following:

- ◆ Forestry Technician
- ◆ Conservation Warden
- ◆ Park Ranger
- ◆ Environmental Educator
- ◆ Wildlife Technician
- ◆ Greenhouse Manager
- ◆ GPS or GIS Technician
- ◆ Water Quality Specialist
- ◆ Fisheries Technician
- ◆ Hydrologic Technician

Program Overview

This program will prepare you for employment and/or transfer to a baccalaureate program in the areas of agriculture and natural resource management. You will have the opportunity to develop the skills and knowledge necessary to assess natural and renewable resources, in addition to collecting, applying, and analyzing data using a variety of methods. Students will be provided the opportunity to participate in internship and hands-on experiences at the college farm and other area agricultural and resource agencies.

Program Outcomes

Students who complete the Associate in Applied Science in Agriculture and Natural Resources should be able to:

- ◆ Apply natural science concepts to Ag/Natural Resources issues.
- ◆ Apply the scientific method.

Associate in Applied Science-Agriculture and Natural Resource Management Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
SEMESTER #1 - FALL			
EDC 110 Introduction to Higher Education	3		F/S
ENG 108 College Writing	3	ACPLR score 82 >	F/S
SCI 116 Introduction to Water Resources	3		F/S
SCI 101 General Cell Biology, Genetics and Evolution w/Lab	4		F
CPS 101 Computer Applications	3	ACPLR score 21 >	F
Total	16		
SEMESTER #2 – SPRING			
ENG 109 Advanced College Writing	3	"C^" in ENG 108	F/S
ENG 112 Fundamentals of Speech	3		F/S
MTH 115 Algebra w/Applications or MTH 146 College Algebra	4	C in ALP 101 or MTH 112 C in ALP 101 EA 91>	F/S
SCI 102 General Animal Biology & Ecology w/Lab	4		F/S
NAS 100 Introduction to Ojibwe Culture	3		F/S
Total	17		
SUMMER			
SCI 292 Field Methods in Natural Resources	2	ENG 108, CPS 101, SCI 101 or 102 or 111	SU
Total	2		
SEMESTER #3 - FALL			
SCI 165 Intro to GIS Systems (GIS)	4	CPS 101 cc or I.A.	F
SCI 103 General Chemistry I w/Lab	4	MTH 115 or MTH 146, and/or I.A.	F
SCI 214 Hydrology w/Lab	4	MTH 115, SCI 116 or SCI 118	F
SCI 110 Earth Science (Ag) **OR**	3		F
SCI 111 Environmental Science	4		F
Total	15/16		
SEMESTER #4 - SPRING			
SCI 169 Intro to Horticulture (Ag) **OR**	3		S
SCI 2-- Fisheries and Wildlife (NR)	4	ENG 109	S
SCI 161 Intro to Plant Science (Ag) **OR**	3		S
SCI 112 Intro to Forestry (NR)	3		S
SCI 241 Spring Ethnobotany w/Lab	4	ENG 109	S
Humanities or Social Science Elective	3		F/S
Total	13/14		

Associate of Science-Small Business Administration

Student Profile

As a Small Business Administration student, you should:

- ◆ Have a strong desire to manage or own a business
- ◆ Enjoy producing detailed and accurate work
- ◆ Be committed to dynamic leadership

Career Outlook

Graduates of the Associate of Science in Small Business Management work in areas such as:

- ◆ Business Manager;
- ◆ Bookkeeper;
- ◆ Marketing or development office

Program Overview

Students in the Small Business Administration Program prepare for ownership, management, or operation of a small business, or the start-up of a business. The purpose of the program is to develop the owner and/or manager's ability to organize resources that maximize the potential for meeting business and personal goals. The program emphasizes planning, record keeping, marketing, financial management, and human resources management.

Program Outcomes

Students who complete the Associate of Science in Small Business Management should be able to:

- ◆ Use a variety of commonly accepted business and industry software;
- ◆ Apply standard business practices;
- ◆ Write a small business plan;

Associate of Science-Small Business Administration Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
SEMESTER #1 - FALL			
EDC 110 Introduction to Higher Education	3		F/S
ENG 108 College Writing	3	ACPLR score 82 >	F/S
CPS 101 Computer Applications	3	ACPLR score 21 >	F/S
NAS 100 Introduction to Ojibwe Culture	3		F/S
Arts or Culture Elective	3		F/S
Total	15		
SEMESTER #2 - SPRING			
ENG 109 Advanced College Writing	3	"C^" in ENG 108	F/S
ENG 112 Speech	3		F/S
MTH 108 Business Math w/Application	4	MTH score 121> EA score 44>	F/S
BUS 125 Personal Finance	3	MTH 108	F/S
BUS 240 Principals of Management	3	ENG 109	S
Total	16		
SUMMER			
MTH 113 Basic Statistics	4	MTH score 80> EA score 23>	SU
Total	4		
SEMESTER #3 - FALL			
BUS 110 College Accounting I	3	MTH 108	F
BUS 228 Principals of Marketing	3	BUS 240	F
BUS 231 Business Law	3	ENG 109	F
BUS 261 Human Resource Management	3	BUS 240	F
BUS 220 Microeconomics	3	ENG 109	F
Total	15		
SEMESTER #4 - SPRING			
BUS 200 Computerized Accounting	3	BUS 110	S
BUS 221 Macroeconomics	3		S
BUS 222 College Accounting II	3	BUS 110	S
BUS 260 Business Communications	3	ENG 109	S
BUS 265 Small Business Management	3	BUS 110/228/231 BUS 240	S
Total	15		
PROGRAM DEGREE TOTAL	65		

Associate of Science-Pre-Nursing

Student Profile

As a Pre-Nursing student, you should:

- ◆ Have good manual dexterity and visual acuity
- ◆ Respond well in stressful situations
- ◆ Desire to help others in need
- ◆ Pass a standard background check (Required for state licensure as a Registered Nurse)

LCOOCC's Pre-nursing program does not require, but strongly recommends students complete the Nursing Assistant (NA) Course, as well as CPR Certification. The CNA course, while not needed to graduate from LCOOCC, is required in order to gain acceptance to any four-year nursing program.

Career Outlook

Students who complete the Associate Degree in Pre-Nursing should be able to:

- ◆ Matriculate into a School of Nursing.
- ◆ Demonstrate diverse perspectives on Health Care Issues in relation to Human Growth and Development.
- ◆ Demonstrate diverse perspectives in Microbiology.

Program Overview

This program offers students a chance to complete Pre-Nursing curriculum at LCOOCC and then transfer to various other schools of nursing for a BSN (Bachelors of Science – Nursing). This combined approach allows students to enter the exciting field of nursing well prepared to serve the healthcare needs of Native American people. Once the coursework is successfully completed at LCOOCC, students will then transfer to complete their final two years to obtain a Bachelor of Science. Upon graduation of a BSN, students are eligible to take the national licensing (National Council of State Boards of Nursing: NCLEX-RN) comprehensive exam to become licensed as a Registered Nurse.

Program Outcomes

Students who complete the Associate Degree in Pre-Nursing should be able to:

- ◆ Matriculate into a School of Nursing.
- ◆ Demonstrate diverse perspectives on Health Care Issues in relation to Human Growth and Development.
- ◆ Demonstrate diverse perspectives in Microbiology.

Associate of Science-Pre-Nursing Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
1st year- Fall Semester			
EDU 110 Intro to Higher Education	3		F/S/SU
NAS 100 Introduction to Ojibwe Culture	3		F/S/SU
ENG 108 College Writing	3		F/S/SU
SCI 101 General Cell Biology with Lab	4		
HTH 116 Nursing Assistant	3		
Total	16		
1st year-Spring Semester			
ENG 109 Advanced College Writing	3		F/S/SU
ENG 112 Fundamentals of Speech	3		F/S/SU
SCI 230 Human Anatomy and Physiology I with Lab	4	SCI 101	
SOC 111 Introduction to Sociology	3		Online
MTH 113 Basic Statistics	3		Online
MTH 112 Intermediate Algebra	3		
Total	19		
2nd Year- Fall Semester			
PSY 210 General Psychology	3	ENG 109	Online/F
HTH 107 Wellness, Healthcare, and Nutrition	3		Online
SCI 231 Human Anatomy and Physiology II with Lab	4	SCI 230	
SCI 103 General Chemistry I with Lab	5	MTH 112	
Arts or Culture Elective **	3 or 4		
Total	18/19		
2nd Year-Spring Semester			
HTH 130 Medical Terminology	3		
PSY 242 Human Growth and Development	3	ENG 109	Online/S
NAS 242 Native American Philosophy 3	3		
SCI 104 General Chemistry II with Lab	5	SCI 103	
HTH CPR/First Aid/AED for Healthcare Providers	1		
Total	15		
Total Degree Credits	68/69		

Specialized Certificate-Ojibwe Language

Student Profile

As a student in this certificate program, you should:

- ◆ Desire knowledge of the Ojibwe language
- ◆ Be committed to daily use of Ojibwe Language

Career Outlook

Graduates with a specialized certificate in Ojibwe language can lead to career positions in such fields as cultural educator, teaching assistant, media program developer, translator, museum and archival work, and journalism. The Ojibwe language can also be an important second skill for many jobs in Native business, industry, government, and human services, while also serving as a gateway to increasing potential for personal growth and advancement.

Program Overview

This specialized certificate is designed for individuals who seek knowledge and experience with the Ojibwe language as the principal means of understanding the Ojibwe culture and people. Student learning focuses primarily on use of the Ojibwe language and the incorporation of Ojibwe culture and traditional activities through the language. Topics that are covered in this certificate program include the importance of language as a means of cultural expression, communication, and revitalization.

Program Outcomes

Students who complete the Certificate in Ojibwe Language should be able to:

- ◆ Use Ojibwemowin proficiently
- ◆ Express aspects of Ojibwe culture through the medium of Ojibwemowin
- ◆ Utilize Ojibwe texts, media, and other resources

Specialized Certificate-Ojibwe Language Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
NAS 101 Ojibwemowin I	4		F/SU
NAS 102 Ojibwemowin II	4		S
NAS 201 Ojibwemowin III	4		F
NAS 202 Ojibwemowin IV	4		S
Total	16		



One-year Certificate-AODA

Student Profile

AODA associates are held to high ethical standards to inspire respect, trust, and confidence. Your conduct must never compromise your ability to fulfill your professional responsibilities. To succeed, your skills and character must include:

- Emotional stability, maturity, self-awareness, self-discipline, and personal responsibility.
- A lifestyle free of substance use-related problems.
- An interest in working with people and appreciation of cultural diversity.
- Strong reading, writing, and abstract thinking skills.

Career Outlook

This certificate combined with a related degree prepares you for work in a licensed AODA facilities such as clinics, hospitals, and community residential facilities.

- ◆ Substance abuse counselor
- ◆ Treatment Specialist
- ◆ AODA counselor

Program Overview

This Certificate provides you with all the education hours (360) needed for state certification as a substance abuse counselor in Wisconsin. Coursework covers assessment, professional responsibilities, education, case management and counseling. Additional supervised work experience, additional written examinations and an application portfolio must also be completed for state certification as a substance abuse counselor. Courses also can be used **for continuing education credits.**

Program Outcomes

Students who complete the Certificate in AODA should be able to:

- ◆ Develop education and skill development specific to the prevention process
- ◆ Evaluate the impact of community organization in specific to substance abuse prevention
- ◆ Identify key issues related to public and organizational policy
- ◆ Apply an ethical decision-making process to personal and professional situations
- ◆ Support professional growth and responsibility related to working in the substance abuse field

One-year Certificate-AODA Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
Fall Semester-1ST 8 WEEKS			
HUS 101 Intro to Human Services	3		F
SAC 103 Interviewing Skills & Record Keeping	3		F
Fall Semester-2ND 8 WEEKS			
HUS 104 Human Services Skills and Practice	3	HUS 101	F
SAC 102 SAC 102 Clients Rights and Client Ethics- online	3		F
SAC 104 AODA Rehab	3		F
Total	15		
Spring Semester-1ST 8 WEEKS			
	3		S
SAC 201 Mental Health & Substance Abuse	3		S
SAC 202 Families and Chemical Abuse	3	SAC 201	S
Spring Semester-2ND 8 WEEKS			
HUS 105 Group Dynamics & Counseling	3	HUS 104	S
SAC 203 Psychopharmacology	3		
Total	15		
Total	30		

Additional Requirements for Licensure	<p>AODA Rehab: 15 case management, 15 professional responsibility, 15 counseling, 15 education</p> <p>Psychopharmacology: 15 assessment, 30 education</p> <p>Mental Health & Substance Abuse: 25 case management, 15 assessment, 5 professional responsibility</p> <p>Family & Chemical Abuse: 15 case management, 15 case management, 5 professional responsibility</p> <p>Interviewing Principles & Record Keeping: 30 assessment, 10 professional responsibility, 20 case management</p> <p>Intro to Counseling: 10 professional responsibility, 15 case management, 35 counseling</p> <p>Group & Dynamics Counseling: 10 professional responsibility, 35 counseling, 5 assessment, 10 education</p>
SAC Requirements	
360 hours of specialized Education	
60 hours assessment	
60 hours education	
60 hours counseling	
60 professional responsibilities	
60 hours case management	
60 hours electives	
Pass ICRC Counseling Exam	
Pass online Wisconsin State Exam	
Accumulate 4000 supervised counseling experience 2000 in 8 practice dimensions: clinical evaluation, treatment planning, referral, service coordination, counseling, patient & family and community education, documentation, professional and ethical responsibilities 1000 in substance disorder counseling with at least 500 hours in one-on-one individual counseling	

One-year Certificate-Native American Art

Student Profile

As a Native American Art student you should:

- ◆ Enjoy creative expression
- ◆ Have a desire to enhance your art skills
- ◆ Have an interest in promoting your art

Career Outlook

Graduates of the Native Art Certificate will:

- ◆ Have advanced/expanded —art proficiency
- ◆ Be equipped to market/promote their work in the marketplace

Program Overview

This Certificate provides basic skills necessary to create successful paintings, drawing and a wide variety of traditional Native Arts. Students will learn the history of various regional Native Arts in America. Additionally, students will gain the graphic design and computer skills necessary to market their art through various venues such as websites and social media.

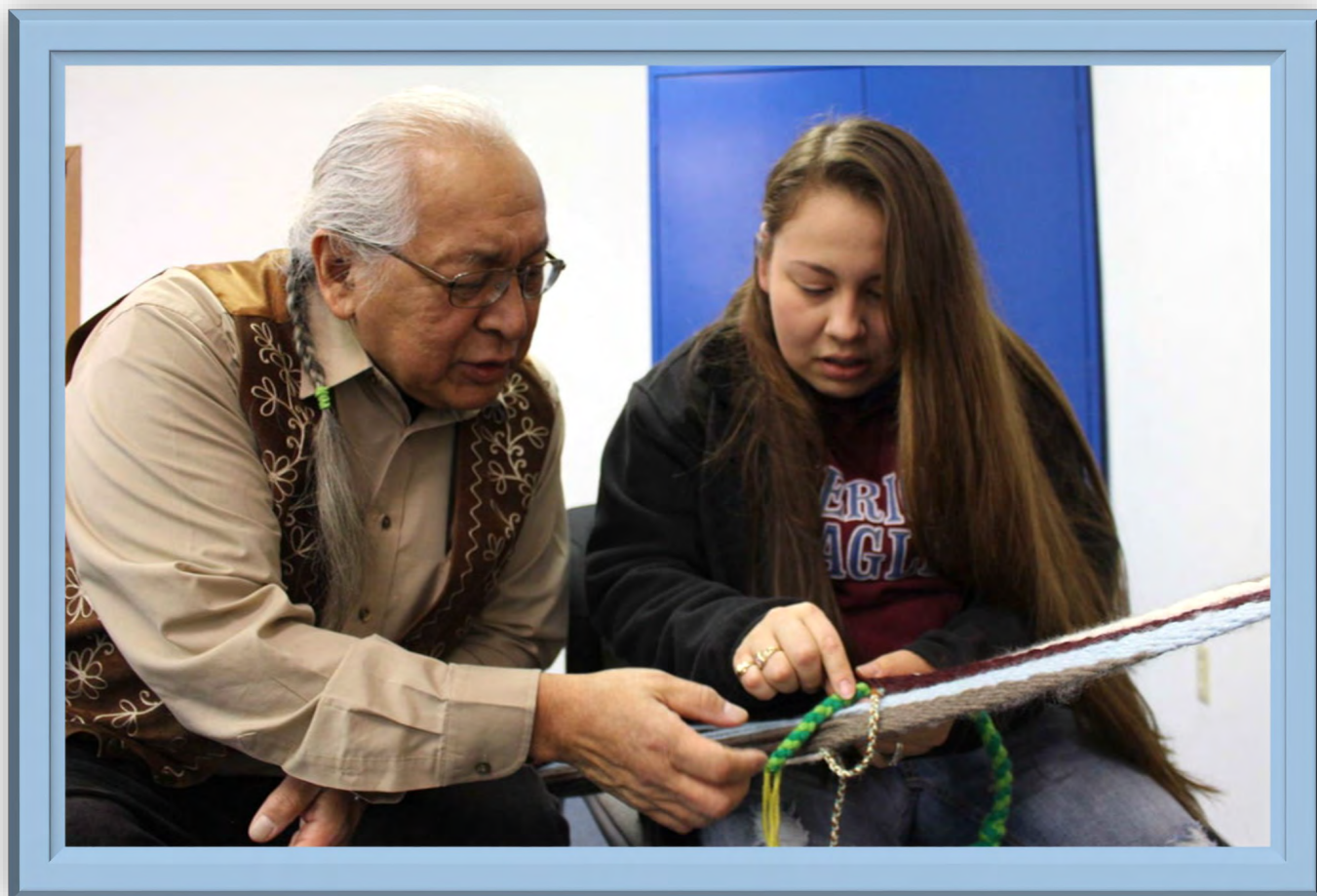
Program Outcomes

Students who complete the Certificate in Native America Art should be able to:

- ◆ Create paintings, drawings, and a variety of Native Arts that demonstrate understanding of the basic principles of design, color theory, and composition.
- ◆ Identify regional Native American art and artists.
- ◆ Create a website and other marketing materials to promote their artwork.

One-year Certificate-Native American Art Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
Fall Semester			
ART 101 Basic Drawing	3		F
ART 102 Basic Design & Color Theory	3		F
ART 114 Beading 1	3		F
ART 116 Fingerweaving	3		F
ART 200 Native American Art History	3		F
Total	15		
Spring Semester			
ART 103 Introduction to Painting	3		S
ART 115 Beading 2	3		S
ART 118 Yarn Bag Weaving			
ART 121 History of Native Americans in Film	3		S
ART 233 Graphic Design/Desktop	3		S
Total	15		
TOAL CERTIFICATE CREDITS	30		



One-year Certificate-Office Support Specialist

Student Profile

Students entering the Office Support Specialist program should possess the following:

- ◆ Basic knowledge of spelling, punctuation, grammar, and vocabulary
- ◆ Pleasant personality and poise
- ◆ Aptitude for office/computer skills
- ◆ Ability to work well with people

Career Outlook

Office Support Specialist careers are some of the most adaptable and prevalent. They are readily available across every industry and organization. You'll use computer and clerical skills to assist with everyday office functions. Professionalism is also key in offices support careers.

Job opportunities in business administration are on the rise. The U.S. Department of Labor estimates an increase of 118,800 in administrative assistant careers by 2024! These are promising statistics for anyone interested in a career in business. Our courses will make you be a more marketable job candidate.

Program Overview

The program is designed to provide the student the knowledge and skills required for entry-level work as an office support specialist. The program focuses on the development of both technical and professional proficiencies. It will prepare students to perform basic office procedures such as good time management, maintaining a filing system and scheduling appointments. This program will provide useful tools for positive communication with supervisors, co-workers and clients or visitors.

Program Outcomes

After completing the Office Support Specialist certificate, students will be able to:

- ◆ Prepare effective communications and distribute processed information
- ◆ Prepare and maintain files, financial records, and data entry
- ◆ Apply technology to business administrative tasks
- ◆ Manage organizational projects
- ◆ Demonstrate teaming and collaboration and personal and interpersonal skills to develop effective working relationships

One-year Certificate-Office Support Specialist Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
Fall Semester			
BUS 160 Professional Career Development	3		F
MTH 108 Math w/Business Applications	3	ACPLR writing score 95>	F
CPS 106 MS Outlook-online	1	ACPLR 21>	F
CPS 107 MS Word- online	3	ACPLR 21>	F
CPS 108 MS PowerPoint - online	2	ACPLR 21>	F
PSY 210 General Psychology- online	3	ACPLR writing score 95>	F
FALL	15		
Spring Semester			
BUS 260 Business Communications	3	ACPLR writing score 95>	S
CPS 206 MS Excel-online	2	ACPLR 21>	S
CPS 207 MS Access-online	2	ACPLR 21>	S
CPS 109 Introduction to Desktop Publishing	2	ACPLR 21>	S
CPS 208 Computer & Business Technologies	3	ACPLR 21>	S
BUS 108 Introduction to Financial Accounting	3	MTH score 121>	S
Total	<u>15</u>		
CERTIFICATE CREDIT TOTAL	30		

One-year Certificate-Native American Tribal Management

Student Profile

- ◆ Have a desire to manage a tribal business
- ◆ Be committed to Ojibwe Values
- ◆ Enjoy producing detailed and accurate work

Career Outlook

Graduates with a certificate in management may be led to areas such as:

- ◆ Tribal governance
- ◆ Tribal development
- ◆ Tribal Business management (gaming or lodging,)

Program Overview

Native American Tribal Management Certificate develops the skills of people who work or plan to work in a First Nations environment. Successful tribal managers possess fundamental management skills, and understand how a Native nation's legal, political, and cultural context impact an organization's work.

Through this certificate, students learn to lead, motivate, and supervise others; to plan and execute projects and everyday operations; to manage organizational culture; the relationship between tribal governance and administration; essential tribal functions; and economic development strategies- all in the context of Native nations.

Program Outcomes

- ◆ Successfully facilitate the relationship between Native nation's legal, political and cultural context and the workplace
- ◆ Lead, motivate, and supervise others
- ◆ Plan and execute projects and everyday operations
- ◆ Manage organizational culture
- ◆ Manage organizational personnel and non-personnel resources

One-year Certificate-Native American Tribal Management Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
Fall			
NAS 110 Intro to Native American History	3		F
NAS 213 U.S. Federal Indian Policy and Law	3	ACPLR writing score 95>	F
NAS 222 Introduction to Tribal Government	3		F
MTH 108 Math with Business Applications	3	MTH score 121> EA score 44>	F
BUS 127 Fundamentals of Tribal Management	3		F
Total Credits	15		F
Spring			
BUS 128 Native American Governance and Administration	3		S
BUS 213 Tribal Supervisory Management	3	BUS 127	S
BUS 108 Intro to Accounting	3	ACPLR writing score 95>	S
NAS 242 Native American Philosophy	3	ACPLR writing score 95>	S
BUS 215 Tribal Management Capstone Project	3		
Total Credits	15		
CERTIFICATE CREDIT TOTAL	30		

Specialized Certificate-Personal Care Worker Certificate

Student Outlook

As a Personal Care Worker student, you should be able to:

- ◆ Display a caring attitude toward ill clients and their families
- ◆ Be flexible, empathetic, and nonjudgmental
- ◆ Be emotionally stable
- ◆ Adjust to diverse personalities, background, and home environments
- ◆ Have a Care Giver background check completed that will allow the student to work in the healthcare industry.

Career Outlook

- ◆ Home care services
- ◆ County and private healthcare agencies
- ◆ Independent practices

***After completion of this certificate, students may continue on their Career Pathway to include:

- ◆ Nursing Assistant
- ◆ Registered Nurse

Program Overview

This course emphasizes aspects of providing personal and supportive/rehabilitative healthcare to clients needing assistance in their home or other care facilities. Basic knowledge and skills acquired through this course include clients' rights, communication, rehabilitation, positioning and transfer skills, infection control, and safety. Personal Care Worker is a 40- hour course that combines online instruction with laboratory practice time and a final written exam and skills competency testing assessed under the guidance of a registered nurse.

Program Outcomes

Employers will expect, after completing the certificate, that you will be able to:

- Provide personal care for clients
- Communicate effectively with clients, families, and healthcare teams

Specialized Certificate-Personal Care Worker Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE	TERM
HTH Personal Care Worker	2	None	online F/S/SU
Pre-Requisite to the Certificate or Completed prior to course ending			
CPR for Health Care Providers or Concurrent with course			
Wisconsin Caregiver Background Check			
National Background Check			
Immunizations including: TB, MMR, Varicella, Hep B, Tetanus, Flu vaccine within last 12 months			
Age requirement 16 years old or older			
Total Certificate Credits	2		

Course Delivery Methods

Blended: This course is 50% or less online and the remainder is in-person. You are expected to attend all scheduled in-person class meetings. Check the class notes for details when you register.

Blended/Zoom: This course is 50% or less online and the remainder is on Zoom. You are expected to attend all scheduled in-person class meetings. Check the class notes for details when you register.

Hybrid: More than 50% of this course is online and the remainder is in-person or through online synchronous class meetings. You are expected to attend all scheduled class meetings in person. You will need to use a computer and the Internet to access course content and materials from LCOOCC's online learning software - Moodle. Check the class notes for details when you register.

In Person: This is the "traditional" way that classes are offered. You are expected to attend all scheduled in-person class meetings.

Zoom: This course involves real-time live video/audio instruction via network or broadcast technology that includes students at one or more remote sites. The Zoom class may be composed of students at the same site as the instructor and students at one or more remote sites. The video signals may be one-way or two-way; audio interaction is two-way. You are expected to attend all scheduled class meetings in person.

Online: This course is offered via the Internet and accessed by using a Web browser. Off-line supervised tests/exams at specified sites may be conducted in conjunction with these courses. Check the class notes for details when you register.

Web Enhanced: This course is in person but requires you to use a computer and the Internet to access course content and materials from LCOOCC's online learning software - Moodle.



Course Descriptions

ALP 101 General Mathematics

3 CR

This course is a review of the fundamental operations of basic mathematics including multiplication, division, fractions, decimals, percentage, ratio, and an introduction to the fundamentals of algebra. This is a preparatory course and does not generally count as degree credit. (Fall, Spring) Placement criterion: MTH score 79 or below, EA score 22 or below.

ALP 104 Adult Basic Education

Open Laboratory for GED/HSED test preparation: Skills assessment, tutoring in Reading, Science, Social Studies, Math and Writing, and Career Counseling.

ALP 107 General Computing

2 CR

This class is designed for the beginning student and will allow the student to gain experience using Microsoft Word as well as become familiar with searching the Internet, sending e-mails and practicing file management. (Fall, Spring)

ALP 108 Basic English

3 CR

This course is a review of basic grammar and writing skills. The composing process of sentences and paragraphs in standard American written English is emphasized. Students demonstrate these skills chiefly through writing well-developed, multi-sentence paragraphs. Includes a 1 credit lab which meets 2 hours weekly. (Fall, Spring) Placement criterion: ACPLR score 81 or below.

ART 101 Basic Drawing

3 CR

Students will learn the basic drawing techniques of line, composition, value, space and perspective. Students will use a variety of media to learn to draw from direct observation. There will be group critiques so that students can provide constructive criticism about each others drawings.

ART 103 Introduction to Painting

3 CR

This course is designed for students with little or no painting experience. Students will learn how to use acrylic paint in a variety of techniques. Specific exercises will teach students the fundamentals of observation, composition, color, tone and texture. There will be group critiques so students can provide constructive criticism about each other's paintings.

Art 105 3-Dimensional Native Arts

3 CR

This course provides a background of the three-dimensional art indigenous to the Great Lakes region, with a focus on beading. It will explore traditional and contemporary expressions of historical and cultural factors as reflected in beadwork. Traditional applications using appliqué beading and other traditional styles will be explored as well as the contemporary technique of bead weaving such as the brick stitch or adaptation of the peyote stitch to contemporary uses. (Fall, Spring)

ART 107 Native Art-Traditional Techniques

3 CR

This course will explore traditional techniques of making a variety of utilitarian and symbolic art forms of Ojibwe people. The historical and cultural background of the projects will be examined. Topics may include hide tanning, birch bark basketry, finger weaving, and feather work. Students will gain an appreciation of the wide variety of techniques through hands-on experience. This course satisfies the General Education requirement for three credits of an Aesthetic Experience elective. (Fall, Spring)

ART 114 Beading I

3 CR

This introductory course will explore traditional and contemporary methods of beading. Students will learn about materials and traditional Ojibwe patterns, as well as learn basic beading techniques.

ART 115 Beading II

3 CR

This course will teach students more advanced beading skills such as peyote stitch, daisy chain, and applique.

ART 116 Finger Weaving

3 CR

Learn the ancient art of Ojibwe weaving and make beautiful woven sashes, belts and other items. Finger weaving is an ancient weaving structure which requires no loom equipment. It was therefore, a very convenient and portable way for nomadic people to produce fabric even though limited to narrow bands. From voyageurs sashes to contemporary hatbands the technique developed into many traditional patterns. Students will be taught the basic weave and terminology, and advance towards techniques used to create traditional designs. We will use acrylic yards as they are easiest to work with for beginners, but feel free to bring woolen yarns if preferred.

ART 118 Yarn Bag Weaving 3 CR
Class explores weaving traditions found in textile arts from the Ojibwe culture. This class includes weaving techniques practiced in history and today. Students gain a deeper understanding of the cultural significance of one of the oldest forms of artistic expression by working with traditional, handmade looms. Curriculum covers technical weaving, pattern drafting and concepts in color. Projects focus on developing technical skills in traditional practiced, as well as experimentation with non-traditional materials.

ART 119 Regalia Making 3 CR
This course will explore traditional techniques of making a variety of regalia. The historical and cultural background of the projects will be examined. Topics include bustle-making, roach-making, vest-making, moccasin-making, and other forms of traditional regalia.

ART 121 History of Native Americans in Film 3 CR
This course examines representations of Native Americans in cinema, from the silent films of the early 1900s, the classic western films of the 40s and 50s, to contemporary films produced and directed by Native Americans. A segment of the class will be devoted to the changing portrayals of Native Americans on television.

ART 200 Native American Art History 3 CR
This course studies the arts and culture of Native peoples of North America. It discusses the artistic traditions of tribes from the Eastern Woodlands, the Plains, the Southwest, California, the Northwest Coast, and the Arctic and Subarctic regions as well as examples of contemporary Native American Art.

ART 250 Selected Studies 1-4 CR
Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

ART 233 Graphic Design/Desktop 3 CR
This course introduces students to the computer as a design tool. Students will learn how to use software to design layouts, create graphics, format type, and prepare imagery for the production of graphic design projects. Students will learn to create a webpage in order to market their art.

BUS 108 Introduction to Financial Accounting 3 CR
This course is an introduction to financial accounting. The course gives students the necessary background to: (1) understand the concepts and measurements that underlie financial statements, (2) develop the skills needed to analyze financial statements effectively, and (3) gain an

understanding of the choices enterprises make in reporting the results of their business activities. We examine how financial statements such as the Income Statements, the Balance Sheet, and the Statement of Cash Flows are inter-related.

BUS 110 College Accounting 3 CR
Students will study the accounting cycle for a service business and a merchandising business. The study will encompass the complete accounting cycle including worksheets, adjusting entries, financial statements, closing entries, and reversing entries. (Fall) Prerequisite: MTH 108

BUS 125 Introduction to Personal Finance 3 CR
This course will introduce personal financial decision-making concepts including financial and career planning; spending, saving, borrowing, insurance, consumer product purchases, and investment and retirement decisions. This course may have limited transferability for non-business majors as a General Education course. (Fall, Spring)

BUS 127 Fundamentals of Tribal Management 3 CR
Fundamentals of Tribal Management covers leadership, motivation, organizational dynamics, personnel, and budgeting within a Native American community and sovereign government context. Includes federal Indian law and policy, community and economic development, and culturally specific management practices.

BUS 128 Native American Governance & Administration 3 CR
Students study the governance and administration of contemporary Native Nations. They examine legislative, executive and judicial structures and functions, as they relate to nation rebuilding. Students study a Nation's major executive/administrative functions recognizing that effective administration is a key to self-determination and sovereignty. The course places contemporary challenges in a historical context related to Federal Indian policy and traditional practices. Systems or functions examined include constitutions, courts, and economic development, and may include enrollment, community development, natural resources, cultural resources, cultural preservation, education, protective services, and health and human services. Students pursue an area of special interest.

BUS 160 Professional Development and Interpersonal Skills 3 CR
This course is designed to help students recognize the important role personal qualities play in the work environment to develop the success attitudes, interpersonal skills and values that are in demand by employers.

Topics include self-esteem, workplace expectations, interpersonal relationships, motivation, creative problem solving, teamwork, managing change, and workplace ethics. (Fall, Spring)

BUS 200 Computerized Accounting 3 CR

In this course you will apply the theory and practice of manual accounting methods to a computerized accounting system. (Spring) Prerequisites: BUS Division 200 level course policy and BUS 110

BUS 202 Managerial Accounting 3 CR

Students will learn the fundamentals of managerial accounting. The study will include product & job costing, activity-based costing, cost-volume-profit analysis, variable costing, product planning decisions, capital investment decisions, budgeting, and variance analysis. (Fall) Prerequisites: BUS Division 200 level course policy and BUS 222

BUS 213 Tribal Supervisory Management 3 CR

Tribal Supervisory Management develops an understanding of management theories and practical techniques for first-line supervisors. Teaches personal, interpersonal, technical, and administrative skills required of successful supervisors. Applies general supervision issues to a Native American tribal environment.

BUS 215 Tribal Management Capstone Project 3 CR

The purpose of the Capstone Project is for the students to apply theoretical knowledge acquired during the Tribal Management Certificate to a project involving actual data or information in a realistic setting. During the project, students engage process of solving a real-world project, from collecting and processing actual data/information to applying suitable and appropriate analytic methods to the problem. Both the problem statements for the project assignments and the datasets originate from real-world domains similar to those that students might typically encounter within a tribal business or agency.

BUS 220 Microeconomics 3 CR

Students will learn the fundamentals of economics. The study will include supply and demand, how businesses work, competition and market power, and the role of government in the US economy. Students will also take a look at financial markets, technological change, the labor market, and the distribution of income within the US. Finally, we will analyze different economic systems and how they relate to our quality of life. (Fall) Prerequisite: BUS Division 200 level course policy.

BUS 221 Macroeconomics 3 CR

In this course, you will study current economic theories related to unemployment and inflation. Gross Domestic Product (GDP) will be covered along with other measures of economic growth. Macroeconomic equilibrium will be covered as well as governmental fiscal policies. Finally, the function of money, the creation of money, and the collapse of the US banking system will be studied. (Spring) Prerequisite: BUS Division 200 level course policy.

BUS 222 College Accounting II 3 CR

This course is a continuation of the terms, concepts, and procedures of Accounting I. Students will learn the proper accounting for promissory notes, the valuation of receivables, inventory, and plant & equipment, accounting for partnerships, corporations, and manufacturing organizations, and accounting for decision-making. (Spring) Prerequisites: BUS Division 200 level course policy and BUS 110

BUS 226 Government and Non-Profit Accounting 3 CR

In this course students will study accounting for governmental agencies, colleges/universities, and other non-profit organizations. (Fall) Prerequisites: BUS Division 200 level course policy and BUS 110.

BUS 228 Principals of Marketing 3 CR

An introductory course for business students on marketing systems and managerial techniques used to market goods, services and organizations. A basic understanding of consumer buying behavior, product, price, place and promotion, and distribution of a product or service will be provided. The students will receive a basic understanding of target markets, new product development, product life cycles, packaging and branding, and promotional techniques. (Fall) Prerequisites: BUS Division 200 level course policy and BUS 240.

BUS 231 Business Law 3 CR

This course involves a broad study of many areas of public and private law that affects business. A general overview of a judicial system, civil and criminal wrongs, business relationships and transactions, antitrust law, labor and employment law, and ethical issues that influence business will be introduced. (Fall) Prerequisite: BUS Division 200 level course policy.

BUS 236 Income Tax Accounting 3 CR

Preparation of income tax returns from the accounts of an individual; exclusions and inclusions for gross income, capital gains and losses, business expenses, and other deductions. Tax regulations applicable to partnerships, corporations, estates, gifts, and trusts. Prerequisites: BUS 110, BUS 222

BUS 237 Intermediate Accounting I **4 CR**
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. BUS 110, BUS 222

BUS 238 Payroll tax Accounting **3 CR**
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. Prerequisites: BUS 110, BUS 222, BUS 236

BUS 239 Intermediate Accounting II **4 CR**
This course is a continuation of ACC 220. Emphasis is on special problems which may include leases, bonds, investments, ratio analysis, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. Accounting computer problems involving preparation and completion of spreadsheets are integrated throughout the course. Prerequisite BUS 110, BUS 222

BUS 240 Principals of Management **3 CR**
This course provides an understanding of functions of management to include: planning, organizing, influencing, and controlling. The student will learn leadership techniques that include the decision-making process, time management, delegation, problem solving, stress management, conflict management, human resource functions, and strategies for motivation, social obligations, and interpersonal communications. (Spring) Prerequisite: BUS Division 200 level course policy.

BUS 250 Selected Studies **1-4 CR**
Topics will reflect particular competencies of the faculty, considering the needs and requests of the student. (Fall, Spring) Prerequisite: BUS Division 200 level course policy.

BUS 260 Business Communications **3 CR**
The ability to communicate effectively is essential to succeed in today's business environment. This course is

designed to assist students in achieving academic and career goals through the development of strong communications skills. Students will learn principles of business communications and apply these skills for interacting in small-group settings. Course study will include topics such as conflict resolution, office politics, and giving and receiving criticism. Students will create an effective cover letter and resumes. (Spring) Prerequisite: BUS Division 200 level course policy.

BUS 261 Human Resource Management **3 CR**
This course will expose students to the main duties and functions of the human resources aspect of a company. Although most students taking this course will not become a HR manager, everyone who works in any organization will come in contact with HR management or personnel issues. Effective programs and procedures will be studied in the following areas: harassment, equal opportunities, discrimination, hiring, interviewing, job descriptions, disciplinary actions, job analysis, safety, and evaluations. (Fall) Prerequisites: BUS Division 200 level course policy and BUS 240.

BUS 265 Small Business Management **3 CR**
A study of the fundamental concepts in operating and managing a business: small business, entrepreneurs, franchise, strategic planning, business plan, pricing and profit, production management, inventory control JIT, human resource functions. This course examines the attitudes and behaviors common to successful entrepreneurs with an emphasis on Native American Entrepreneurs. (Spring) Prerequisites: BUS Division 200 level course policy and BUS 110, BUS 228, BUS 231, BUS 240, BUS 260 or instructor approval.

CPS 101 Computer Applications **3 CR**
This course covers the basics of Microsoft Word, Excel, and PowerPoint. Students wishing to test out of this course must pass a college placement exam. (Fall, Spring).

CPS 106 Microsoft Outlook **1 CR**
Outlook is a utility program designed for those interested in learning how to manage different categories of data in an educational environment. Outlook will enable you to control and schedule tasks, dates, E-mail, and contracts.

CPS 107 Microsoft Word **3 CR**
The Microsoft Word course will help you develop or improve your Microsoft Word skills so that you are able to make the most of this industry standard application. It will include: Newest features of Word; Document creation, editing, and saving; Formatting text and paragraphs; Working with tables, WorkArt, charts, and text flow; Document

templates; Advanced features including mail merge, macros, document versioning, and proofing tools.

CPS 108 Microsoft PowerPoint 2 CR

Microsoft PowerPoint is powerful software that allows you to create captivating slide presentations that can easily be shared on the web. If you want to present any information creatively and professionally, then Microsoft PowerPoint is the perfect tool. This course includes: New features of PowerPoint; Creating presentations with PowerPoint; Formatting and organizing PowerPoint slides; Working with graphics, tables and charts; Adding multimedia and SmartArt presentations; Integrating with Microsoft Office file.

CPS 109 Introduction to Desktop Publishing 2 CR

Desktop publishing combines the personal computer and graphic design software to create printed documents. This course will focus on using desktop publishing software to effectively communicate messages in printed form. The goal of this course is to produce professional printed materials. This course will teach a combination of graphic design skills and software skills. Each class will consist of two-thirds online/classroom lecture and one-third hands-on work with the software. Students will gain experience in preparing documents that are professional in form and content. Students will learn how to design and publish products such as newsletters, posters, logos, packaging, signs, books, flyers, and annual reports. The software being taught is Adobe InDesign, Adobe Illustrator and Adobe Photoshop.

CPS 206 Microsoft Excel 2 CR

Microsoft Excel is the most commonly used spreadsheet application. The student will learn how Excel makes it easy to monitor financial performance, such as business profit or loss, calculate payments on large purchases, plan a budget, or stay organized with checklists. As an employee, learning how to use Excel efficiently provides value, since most jobs utilize this application.

CPS 207 Microsoft Access CR 2

This course will include: Create and design Access databases; Work with Access tables, relationships, keys and constraints; Query data; Manage and design interfaces with Access Forms; Create basic to advanced reports; Automate tasks with Macros and VBA.

CPS 208 Computer and Business Technologies 3 CR

Computer Applications in Business is designed to introduce students to the use software applications in business. This instruction will provide them with a solid foundation on which to build a strong and useful

knowledge of Information Technology. Students through class room lectures, application program demonstrations, and hands-on lessons and exercises students further use Microsoft Office applications and explore and examine the fundamentals of computer hardware and software. Students will acquire skills and proficiency in MS Word, Excel, and PowerPoint that enable them to take the Microsoft Certified Application Specialist Examinations.

CPS 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring).

ECE 101 Introduction to Early Childhood and Care 3 CR

This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Professional and evidence-based practices of highly-qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning of each and every child between the ages of birth and eight. Considerations for diversity of culture, language, race, socioeconomic status, gender, ethnicity, and ability will be included. (Fall)

ECE 103 Creative Activities for the Classroom 3 CR

This course is designed for teachers, teacher-aides, and others involved in the education of children. Collaborative group discussion and hands-on experiences will help students plan classroom programs based on the developmental needs of children. (Fall)

Prerequisite: ECE 101

ECE 104 Professional Field Practice 2 CR

Emphasis in this course is on developmentally appropriate practices, environments, instructional strategies, methodologies, and materials for early childhood educators. Teacher candidates will build the competencies necessary to meet Head Start standards and NAEYC guidelines for appropriate practices. Appropriate field observations and experiences are an integral part of this course and will be the focus during the course content. Prerequisites: ECE 101 and ECE 103

ECE 105 Ojibwe Language in Early Classroom 3 CR

To enhance Ojibwe language skills of teacher candidates for the purpose of teaching content areas in and through Ojibwe. Teacher candidates will develop, adapt, and revise curriculum materials in Ojibwe for the bilingual classroom and the immersion classroom. This course will focus on the development of literacy skills among students for whom

Ojibwe is a second language. The roles of families, centers, schools and communities, and assessment of early literacy development are included. Prerequisite: ECE 101

ECE 203 Health, Nutrition, and Safety in Early Childhood **3 CR**

The course is designed to examine the crucial factors of health, nutrition, and safety as they apply to school environments of children from birth to age eight. Emphasis will be placed on childhood acute and chronic illness, social, emotional, and mental health, health routines, health appraisals, safety, hygiene, and first aid. Students will learn to examine the impact of family, school, and community relationships on a child's health and well-being. Information on program planning, classroom curriculum, current issues, and parent education in regard to health and safety will also be discussed. (Fall) Prerequisites: ECE 101, ECE 130

ECE 223 Children's Literacy and Literature in the Early Classroom **3 CR**

High quality children's books will be used as a vehicle for supporting and applying current research on the acquisition of language and reading. This course will provide an overview of exemplary authors and illustrators of children's literature from birth to age 8. Students will become familiar with Caldecott Award-winning books and the artistic techniques used to create these books. Big books will be introduced as a way of distinguishing features of print. Poetry, multicultural books, and bibliotherapy as applied to early childhood education will be studied. Students will learn how to use children's literature to highlight the literacy elements of characterization, plot, setting, and theme. They will learn how to teach domains of language (phonology, semantics, syntax, morphology, and pragmatics) through shared storybook reading. Additionally, students will explore the teacher's role in promoting family literacy and participate in service learning on this topic. (Fall) Prerequisites: ECE 101, ECE 103, ECE 104, ENG 108, ENG 109, or instructor approval.

ECE 224 Science and Math in the Early Childhood Classroom **3 CR**

This course includes exploring theories behind, and methodologies for, teaching math and science concepts to young children, from birth through age eight. Students will engage in hands-on activities that they can replicate with young students, and will create culturally relevant math and science activities that promote children's cognitive development. The course also provides strategies for observing and documenting children's progress in the content areas of math and

science. (Fall) Prerequisites: ECE 103, 130

ECE 225 Professional Field Practice **2 CR**

Emphasis in this course is on developmentally appropriate practices, environments, instructional strategies, methodologies, and materials for early childhood educators. Teacher candidates will build the competencies necessary to meet Head Start standards and NAEYC guidelines for appropriate practices. Appropriate field observations and experiences are an integral part of this course and will be the focus during the course content.

ECE 250 Selected Studies **1-4 CR**

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

ECE 260 Child Guidance and Self-Concept **3 CR**

This course is a study of the moral development of children, their self-esteem and the relationship to child guidance strategies, both preventive and functionally related for normal to challenging behaviors. The course includes a broad understanding of the cultural, moral, social and familial contexts which children and their teachers bring to the relationship. (Fall) Prerequisites: EDC 101 and EDC 130.

ECE 270 Early Childhood Program Management **3 CR**

This course is a study of the financial, personnel, policy and conceptual components of early childhood program management for public and private settings. It also focuses on the professional role in the field, with the community and with families. (Spring)

ECE 291 Early Childhood Field Practicum **6 CR**

Structured field experience that gives the student direct contact with various instructional and non-educational agencies. This course requires a minimum of 140 hours of fieldwork and weekly in-class clinical consultation. Students must also do an oral presentation of their placement experience and present their final portfolio. If at all possible, students will be placed in an Ojibwe/tribal program setting. Pre-requisites: Successful completion of all ECE courses with a minimum 2.5 GPA and instructor approval.

EDC 110 Introduction to Higher Education **3 CR**

This course is intended to build skills that will help students succeed academically. This is a required course for all students, and it should be taken during the student's first semester at college. Topics include self-assessment, study skills, setting goals, time management, library skills,

critical thinking, career development, learning styles, understanding emotional intelligence, and interpersonal skills. (Fall, Spring)

EDU 250 Selected Studies **1-4 CR**
Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

ENG 104 Creative Writing **3 CR**
This course involves basic writing skills including description and narration with emphasis on methods and techniques and focuses on incident and memoir writing. Attention is given to development of critical judgment and to individual interest. (Fall)

ENG 108 College Writing, Research and Critical Reading **3 CR**
This course is a composition course focusing on academic writing & research, the writing process and critical reading. Emphasis will be on essays that incorporate readings. (Fall, Spring) Placement Criterion: ACPLR score 82>; Prerequisite: "C" or better in ALP 108 or ALP 109

ENG 109 Advanced College Writing, Research and Critical Reading **3 CR**
This course is a composition course focusing on advanced research academic-writing that presents information, ideas, and arguments. Emphasis will be on the writing process, critical thinking and critical reading. (Fall, Spring) Prerequisite: "C" or better in ENG 108

ENG 112 Fundamentals of Speech **3 CR**
This course is designed as an introduction to the basic concepts of speech communication with experiences in oral expression and listening. Public speaking and critical listening are emphasized, but other levels of communication are studied and practiced, such as interpersonal communication. (Fall, Spring)

ENG 219 Native American Literature **3 CR**
This course is an introduction to selected literary works by Native American authors. Students will read contemporary and traditional oral literatures, including novels, songs and teaching-stories, Native autobiography, poetry, essays, and short stories. We will look at issues relevant to the study of Native American literature, such as Indian identity and authenticity, and oral vs. written narrative. Through analysis of the texts, students will gain a greater insight into the worldview (past, present and future) of Native people. (Fall) Prerequisite: ENG 108

ENG 250 Selected Studies **1-4 CR**

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

HTH 116 AHA Healthcare Providers CPR **1 CR**
Individuals will be educated in the proper procedures to be used in an emergency situation. Identifying patients, assessing care needed, providing care, moving and transfer techniques will be discussed. Students will be required to demonstrate competencies in these skills. Healthcare Providers CPR students will be awarded an American Heart Association Healthcare Providers CPR upon completion. (Fall)

HTH 130 Medical Terminology **3 CR**
This basic medical terminology course will provide the framework for understanding medical language and terminology used by health care professionals. Students will analyze individual medical work parts such as prefixes, suffixes, word roots and the connecting and combining forms. You will learn the basic components of medical terminology as it relates to each body system plus medical terms relating to structure and function diseases and disorders of the human body. (Fall, Spring)

HTH 231 Navigating Healthcare **1 CR**
This course emphasizes decision-making in wellness and healthcare, including advocacy for self and others. Consideration of values, financial aspects and effectiveness of choices in promoting wellness are discussed. This course introduces health care providers and services. HTH 231, 232 and 233 are all offered in the same semester. (Spring) Prerequisite ENG 108

HTH 232 Wellness: Food for Fitness **1 CR**
This course examines nutrition in relation to five dimensions of personal wellness. The physical component is emphasized as students review the role of nutrients in maintaining physiologic functioning and promoting health and fitness. Standards for assessing nutrition are introduced so students are able to evaluate their personal nutrition and the nutrition of others. The role of emotional health in developing eating patterns is discussed. For example, eating patterns and conditions such as anorexia nervosa are discussed. Intellectual wellness is incorporated as students critically examine nutrition claims of the food and health industry. Consideration will be given to beliefs as they influence peoples' personal food choices such as vegetarianism. The role of environmental factors in determining food quality and safety will be explored. HTH 231, 232 and 233 are all offered in the same semester. (Spring) Prerequisite: HTH 231

HTH 233 Body: Mind: Spirit: Wellness 3 CR
This course emphasizes an integrated approach to personal wellness, including the body-mind-spirit relationships. Consideration is given to culture, gender, and socioeconomic perspectives and how treatment modalities and health procedures are applied to personal wellness. HTH 231, 232 and 233 are all offered in the same semester. (Spring) Prerequisite HTH 231, HTH 232

HTH 250 Selected Studies 1-4 CR
Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

HUS 101 Introduction to Human Services 3 CR
This course provides a broad overview of the human services discipline using practice settings and social problems as lenses so that the role and function of the human service provider, as well as the clients with whom they work can be understood in context. Generalist practice skills and intervention strategies are introduced generally, but a more in-depth exploration of intervention strategies are discussed in later chapters as they apply to particular social problems and practice settings. Course-work also addresses tribal human services systems, and the Indian Child Welfare Law. Students should leave this class having a good idea of what a human service worker is, what they do, who they work with, as well as gaining a deeper understanding of the mission, values and goals embraced by the human service profession. (Fall)

HUS 102 Professional Field Experience 2 CR
Field experience in the field of Human Services. Students from the Human Services Associates Degree Program are required to fulfill a total of 320 clinical hours in the field. This course requires 60 hours of fieldwork. One hour of class lecture time per week is required with this course. Supervision of skill development and an introduction to the network of community services is introduced. (Fall) Prerequisite: Concurrent enrollment in HUS 101 and instructor approval.

HUS 104 Introduction to Human Service Skills and Practice 3 CR
Introduction to the methodology used in the helping profession with emphasis on effective interpersonal communication, interviewing, and development of basic helping skills. A process-oriented approach to solving individual, family, and community problems will be employed. Practice will focus on historical, intergenerational trauma and trauma informed care. The use of attachment theory trauma informed care and reflective supervision, in native communities, will be the

focus of the skills practice. (Fall) Prerequisite: HUS 101 (HUS students) or instructor approval

HUS 105 Group Dynamics 3 CR
This course is about personal and group dynamics, broadly viewed as the factors that drive individuals and groups to behave as they do. During this course, students will explore how we perceive others and are perceived by them, how we communicate, and how we operate in groups. Students will address some aspects of individual motivation, and delve deeply into group and team processes such as development, leadership and roles, norms, decision-making processes, and dealing with conflict. (Spring) Prerequisites: HUS 101, HUS 104, or instructor approval.

HUS 201 Family Systems with Cultural Influences 3 CR
This course is designed as an introduction to the study of family systems theory, dynamics and major theories of family counseling, with an emphasis on tribal culture. Students will develop an understanding of family systems as they relate to Human Services field. Students will 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. (Fall) Prerequisite: HUS 101, HUS 104, or instructor approval.

HUS 202 Professional Field Experience II 2 CR
Continuation of HUS Professional Field Experience 102. This course provides an additional 60 hours of clinical internship along with weekly one-hour clinical supervision classroom consultation time. Students are provided with advanced training to improve their skills. (January) Prerequisite: HUS 102 or instructor approval.

HUS 203 Conflict Resolution and Mediation 3 CR
This is an introductory course designed to give students a thorough perspective of the conflict resolution field, and its application to their individual field of work. This course views conflict as an ever-present component of any decision-making environment. It offers tools for understanding the nature of conflict and of individual and joint decision making processes; devising individual and group strategies that minimize the destructive consequences of conflict; and identifying solutions satisfactory to all involved. (Fall) Prerequisites: HUS 101, HUS 104, HUS 201, PSY 210, or instructor approval.

HUS 210 Grant Writing and Program Evaluation 3 CR
This course is designed to familiarize the student with fundraising strategies, the funding cycle, and ethics related to fundraising. The course includes information

about fundraising, how to write a grant proposal, and the process of how to get a grant proposal accepted. The purpose of this course is to provide students with an introduction to concepts, concerns, tools, and practices of human service fundraising development and implementation. Additionally, students will become knowledgeable about fundraising strategies, planning, and the mechanics of increasing donors. After successfully completing this course, students will be able to develop a “implementable” fundraising activity and will be able to prepare a “fundable” community grant proposal. (Fall)
Prerequisite: ENG 109

HUS 240 Human Services Practicum 6 CR

The Human Services Practicum is designed to provide structured field experience to facilitate integration of Human Services knowledge and theory with practical fieldwork application for a minimum of 140 hours. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. Students must also do an oral presentation of their placement experience and present their final portfolio. If at all possible, students will be placed in an Ojibwe/tribal agency setting. (Spring) Prerequisites: Successful completion of all HUS courses with a minimum 2.5 GPA and instructor approval

HUS 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

MTH 108 Math with Business Applications 3 CR

This course integrates algebraic concepts, proportions, percent, simple interest, compound interest, annuities, and basic statistics with business/consumer scenarios. It also applies math concepts to the purchasing/buying and selling processes. Apply operations involving fractions, decimals and percent to business applications.

MTH 112 Intermediate Math 4 CR

This course bridges the gap between Pre-Algebra and College Algebra. Topics covered will include real numbers, linear equations, graphing linear equations and inequalities, systems of equations, polynomials, rational expressions and equations, and quadratic equations. (Fall, Spring) Placement Criterion: COMPASS Algebra placement of 46 or above or successful completion of MTH 111.

MTH 113 Basic Statistics 4 CR

This course is designed to provide students with an overview of basic applied statistical concepts and methods in various scientific disciplines. Topics include tubular, graphical, and numerical summary measures; measures of location and dispersion; probability and probability distributions; sampling and sampling distribution; and hypothesis testing. Placement Criterion: MTH score 80>, EA score 23>

MTH 115 Algebra with Applications 4 CR

This is a course of algebraic concepts, problem solving techniques, and applications for students involving business, natural sciences, and Native American topics and issues. Topics include exponents and radical; rates and proportions; linear, quadratic, exponential, logarithmic functions and their graphs; matrices; cone sections; and systems of equations and their graphs. Prerequisites: C in ALP 101 or MTH 112

MTH 146 College Algebra 4 CR

This course prepares students to take calculus and other advanced college-level mathematics and science courses. Topics covered will include solving and graphing linear equations, linear inequalities, and functions; quadratic equations; exponential and logarithmic functions; absolute value; complex numbers; and systems of equations. (Fall) Prerequisites: C in ALP 101, EA 91>

MTH 230 Calculus 5 CR

This course will be an introduction to differential calculus with emphasis on applications in other disciplines. We will begin with a review of coordinate geometry, linear and quadratic functions. This includes: a review of power, exponential, and logarithmic functions with application to mathematical models. Initial applications of the derivative will include linear approximation and marginal analysis. More advanced differential techniques will include the chain rule, implicit differentiation, and derivatives of logarithmic and exponential functions. This course will conclude with further applications of the derivatives in graphical analysis, curve sketching, and general optimization considerations. (Fall) Prerequisite: MTH 146 or instructor approval

MTH 231 Calculus and Analytical Geometry 5 CR

This course will be an introduction to differential calculus and plane analytical geometry. We will begin with a review of advanced algebraic topics including: function notation, composition of functions, exponential and inverse functions, and parametric expressions. The concept of limits will lead to the basic definition of the derivative with emphasis on problem solving. The fundamental differentiation rules will be explored including: polynomial,

exponential, trigonometric, and logarithmic functions. The product, chain and quotient rules will be discussed as well as implicit differentiation. Applications of differentiation will cover maximum and minimum values, curve fitting, as well as other optimization problems. (Spring) Prerequisite: MTH 230 or instructor approval.

MTH 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

NAS 100 Introduction to Ojibwe Culture Anishinaabe Bimmdiziwin 3 CR

This introductory course is designed to give students basic knowledge about the traditional and contemporary culture of the Ojibwe people. In this course, students will examine the seasonal living cycle of the Ojibwe including ceremonies, language, history, arts, economics, sovereignty, and politics. In addition, students will have opportunities to participate in cultural activities throughout the course in order to gain hands-on knowledge about Ojibwe culture. (Fall, Spring)

NAS 101 Ojibwemowin 4 CR

This course is an introduction to the Ojibwe language through listening, speaking, reading and writing. In this course, students will learn basic Ojibwe vocabulary and grammar including commands, negation and simple compound sentences. All four verb-types will be examined with an emphasis on VAI verbs. Traditional Ojibwe culture will be integrated throughout the course as a means of gaining greater comprehension of the language. The orthography used in this class is commonly known as double-vowel. (Fall)

NAS 102 Ojibwemowin II 4 CR

This course is the second part of the introduction to the Ojibwe language. In this course, students continue the exploration of Ojibwemowin through listening, speaking, reading and writing. Students will build on and expand the basic Ojibwe vocabulary and grammar learned from Ojibwemowin I. All four-verb types (VAI, VII, VTA, VTI) will be examined with a particular emphasis on VII and VAI verbs. (Spring): NAS 101

NAS 110 Introduction to Native American History 3 CR

The indigenous population of North America contains a vast array of cultural diversity. There are 561 federally recognized tribal governments in the United States alone. This course examines how Native Americans have managed to overcome (or adapt to) genocide, warfare,

disease, assimilation and massive land loss in order to retain their unique cultural identities. Students will also study the oral histories of Indian tribes in order to gain a viewpoint of Native American history that is often at odds with non-Native historical perspectives. (Fall)

NAS 201 Ojibwemowin III 4 CR

This course is the third semester in the Ojibwe language sequence. In this course, students continue the exploration of Ojibwemowin through listening, speaking, reading and writing. Students will build on and expand the basic Ojibwe vocabulary and grammar learned in previous Ojibwemowin courses. All four verb-types (VAI, VII, VTA, VTI) will be examined with a special emphasis on VTI verbs. (Fall) Prerequisite: NAS 101, NAS 102

NAS 202 Ojibwemowin IV 4 CR

This course is the fourth semester in the Ojibwe language sequence. In this course, students continue the exploration of Ojibwemowin through listening, speaking, reading and writing. Students will build on and expand the basic Ojibwe vocabulary and grammar learned in previous Ojibwemowin courses. All four verb-types (VAI, VII, VTA, VTI) will be examined with a special emphasis on VTA verbs. (Spring) Prerequisite: NAS 101, NAS 102, NAS 201

NAS 205 Ojibwe History 3 CR

Ojibwe people are spread over a vast territory throughout the United States and Canada. This course will examine the historical development of Ojibwe communities to the present day. Topics will include the Ojibwe migration, European contact, changes in traditional Ojibwe culture, the fur trade, and treaties. (Fall)

NAS 212 Wisconsin Native History 3 CR

This course examines the history of Wisconsin's Native people. Topics include the pre-contact Indians of Wisconsin, the fur trade, treaties, allotment, IRA, and Termination. The course will be divided into three basic chronological eras. The pre-contact period through the first decades of the Early Republic (roughly to 1815) defines the first segment in this course. The second segment will focus on the impact of the combined policies of treaty-making, creating reservations, and allotment in Wisconsin. The third segment will address the means by which Indian people in Wisconsin have maintained their sovereign status in the face of advancing state and federal authorities. (Spring)

NAS 213 U.S. Federal Indian Policy and Law 3 CR

This course introduces students to the basic doctrines of federal Indian policy and law and to the foundations of tribal sovereignty. We will examine traditional tribal systems of organization, the history of federal Indian policy and its origins in European legal tradition, the history and role of the Bureau of Indian Affairs, and the interaction between tribal, federal, and state authorities on Indian lands. Students will analyze major documents of U.S. Indian policy as well as several Ojibwe treaties. (Fall)

NAS 222 Introduction to Tribal Government 3 CR

This course will examine the challenge of reservation governance and will involve political, economic, and intergovernmental perspectives. The social problems of Native American communities will be addressed with respect to responsibilities perceived, and the legal and traditional duties of local government. (Spring)

NAS 230 Ojibwe Literature and Storytelling 3 CR

This course is an introduction to the various forms of storytelling used by the Ojibwe people. A variety of different modes of storytelling by Ojibwe people will be examined, ranging from the oral tradition to present-day literary works. Aadizookaanag, dibaajimowinan, agindaasowinan, novels, poetry and short stories will be included to show the great variety of ways that Ojibwe people express themselves. (Spring) Prerequisite: ENG 108

NAS 242 Native American Philosophy

Nenda-Nibwaakaang 3CR

This course is an introduction to the philosophical and spiritual viewpoints of Native people. This course will be a forum for discussion about the varied belief systems of Native people, what those beliefs teach, and how those beliefs relate to a rapidly changing world. Students will hear first-hand the philosophies and experiences of a diverse range of Native Americans. (Spring)

NAS 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

NSG 105 Nursing Health Alterations 3 CR

This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. This course will also introduce concepts for

leadership and management.

Pre and co-requisites: NSG 114 Nursing Fundamentals and NSG 115 Nursing Skills, NSG 219 Nursing Pharmacology. Concurrent: NSG 116 Introduction to Clinical Care Management. Accepted into the nursing program.

NSG 108-01, 108-02 Clinical Care Across Lifespan 2 CR

This clinical experience applies nursing concepts and therapeutic interventions to patients across the lifespan. It also provides an introduction to concepts of teaching and learning. Extending care to include the family is emphasized.

Concurrent: NSG 105 Nursing Health Promotions. Pre-requisite or concurrent: PSY 242 Human Growth and Development. Accepted into the nursing program.

NSG 114 Nursing Fundamentals 2CR

This course provides an introduction to nursing and roles of the nurse, as well as other professions related to nursing. The course will focus on basic nursing concepts to provide evidence-based care to diverse patient populations across the lifespan. Current and historical issues impacting nursing will be explored within the scope of nursing practice. The nursing process will be introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument and fluid/electrolyte balance.

Prerequisite: Admission to the nursing program. Pre-requisite or concurrent SCI 230 Human Anatomy and Physiology with lab and PSY 210 General Psychology.

NSG 115 Nursing Skills 3 CR

This course focuses on development of evidence-based clinical skills and physical assessment across the lifespan. Content includes mathematical calculations and conversions related to clinical skills. Additionally, the course includes techniques related to obtaining a health history and basic physical assessment skills using a body systems approach.

Pre-requisite: Admission to the nursing program. Pre-requisite or concurrent SCI 230 Human Anatomy and Physiology with lab and PSY 210 General Psychology.

NSG 116-01, 116-02 Introduction To Clinical Practice 2 CR

This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients across the lifespan. Emphasis is

placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, documentation and medication administration.

Pre-requisite: Admission into the nursing program.

Pre-requisite or concurrent SCI 230 Human Anatomy and Physiology with lab and PSY 210 General Psychology.

Concurrent with NSG 114 Nursing Fundamentals and NSG 115 Nursing Skills.

NSG 117 Nursing Health Promotions 3 CR

This course focuses on topics related to health promotion for individuals and families throughout the lifespan. We will cover nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn and the child. Recognizing the spectrum of healthy families, we will discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyle choices for individuals of all ages. Nutrition, exercise, stress management, empowerment and risk reduction practices are highlighted. Study of the family will cover dynamics, functions, discipline styles and stages of development.

Pre-requisites: NSG 114 Nursing Fundamentals and NSG 115 Nursing Skills, NSG 219 Nursing Pharmacology.

Pre-requisite or concurrent: PSY 242 Human Growth and Development. Concurrent: NSG 108 Clinical Care across Lifespan. Accepted into the nursing program.

NSG 118-01, 118-02 Introduction to Clinical Care 2 CR

This clinical experience applies nursing concepts and therapeutic nursing interventions to groups of patients across the lifespan. It also provides an introduction to leadership, management and team building.

Concurrent: NSG 105 Nursing Health Alterations.

Pre-requisite or concurrent: PSY 242 Human Growth and Development. Accepted into the nursing program.

NSG 215 Complex Health Alterations 3 CR

This course focuses on the care of adult clients with medical and/or surgical health alterations. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of health promotion, health education, evidence based practice, and interdisciplinary collaboration will be integrated throughout the course. Complex Health Alterations I prepares the learner to provide and evaluate care for patients across the lifespan.

Pre-requisites: NSG 105 Nursing Health Alterations, NSG

117 Nursing Health Promotions, NSG 108 Clinical Care across Lifespan, NSG 116 Introduction to Clinical Care Management, SCI 231 Human Anatomy and Physiology II with Lab. Pre-requisite or concurrent: SCI 232 Microbiology with lab.

NSG 216 Behavioral and Community Health 2 CR

This course will cover topics related to the delivery of community and mental health care. Specific health needs of individuals, families and groups will be addressed across the lifespan. Attention will be given to diverse and at-risk populations. Mental health concepts will concentrate on adaptive/maladaptive behaviors and specific mental health disorders. Community resources will be examined in relation to specific types of support offered to racial, ethnic, economically diverse individuals and groups.

Pre-requisites: NSG 105 Nursing Health Alterations, NSG 117 Nursing Health Promotions, NSG 108 Clinical Care across Lifespan, NSG 116 Introduction to Clinical Care Management, PSY 242 Human Growth and Development, and PSY 210 General Psychology.

NSG 217-01, 217-02 Intermediate Clinical Practice 3 CR

This intermediate level clinical course develops the RN role when working with clients with complex health care needs. A focus of the course is developing skills needed for managing multiple clients across the lifespan and priorities. Using the nursing process, students will gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds. This clinical will allow the opportunity to develop skills working with the community and behavioral health needs.

Concurrent: NSG 215 Complex Health Alterations I, NSG 216 Behavioral and Community Health, NSG 218 Advanced Nursing Skills.

NSG 218 Advanced Nursing Skills 2 CR

This course focuses on the development of advanced clinical skills across the lifespan. Content includes advanced intravenous skills, blood product administration, chest tube systems, basic electrocardiogram interpretation and nasogastric/feeding tube insertion.

Concurrent: NSG 215 Complex Health Alterations I, NSG 216 Behavioral and Community Health, NSG 217 Intermediate Clinical Practice.

NSG 219 Nursing Pharmacology 2 CR

This course provides the nursing student and the allied health student with a pathophysiologic approach to

pharmacology. This course addresses the history of pharmacology, drug class and schedules, administration, pharmacokinetics and pharmacodynamics and pharmacology math. The nursing process of pharmacology and the effects of medication on people throughout the life span are outlined. The effects of pharmacotherapy in relation to psychosocial, gender and cultural influences will be discussed. This course identifies each body system and medications related to maintaining homeostasis.

Pre-requisite: Admission to the nursing program.
Pre-requisite or concurrent: SCI 230 Human Anatomy and Physiology with lab.

NSG 220 Complex Health Alterations II 3 CR

This course focuses on advanced concepts of nursing care as they relate to clients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of clients with multiple needs and collaborating with the interdisciplinary team. The learner will also focus on management of care for patients with high-risk perinatal conditions and high-risk newborns.

Pre-requisites: SCI 232 Microbiology, NSG 215 Complex Health Alterations I, NSG 216 Behavioral and Community Health, NSG 217 Intermediate Clinical Practice, and NSG 218 Advanced Nursing Skills.

NSG 221 Management and Professional Concepts 2 CR

This course facilitates the transition of the student to the role of a professional nurse. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Emphasis is placed on preparing for practice as a registered nurse.

Pre-requisites: NSG 215 Complex Health Alterations I, NSG 216 Behavioral and Community Health, NSG 217 Intermediate Clinical Practice, and NSG 218 Advanced Nursing Skills. Concurrent: NSG 220 Complex Health Alterations II, NSG 223 Nursing Clinical Transition.

NSG 222-01, 222-02 Advanced Clinical Practice 3 CR

This advanced clinical course requires the student to integrate concepts from all previous courses in the management of groups of clients facing complex health alterations. Students will have the opportunity to further develop critical thinking skills using the nursing process in

making clinical decisions. Continuity of care through interdisciplinary collaboration is emphasized.

Pre-requisites: NSG 215 Complex Health Alterations I, NSG 216 Behavioral and Community Health, NSG 217 Intermediate Clinical Practice, and NSG 218 Advanced Nursing Skills. Concurrent: NSG 220 Complex Health Alterations II.

NSG 223-01, 223-02 Nursing Clinical Transition 2 CR

This clinical experience integrates all knowledge learned in the previous courses in transitioning to the role of the graduate nurse. This clinical experience incorporates an internship which promotes relatively independent clinical decisions, delegation and works collaboratively with others to achieve client and organizational outcomes.

Pre-requisites: NSG 215 Complex Health Alterations I, NSG 216 Behavioral and Community Health, NSG 217 Intermediate Clinical Practice, and NSG 218 Advanced Nursing Skills. Concurrent: NSG 220 Complex Health Alterations, NSG 221 Management and Professional Concepts.

NSG 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

POL 110 Introduction to American Government 3 CR

This course investigates the constitutional basis, development, organization and contemporary roles of national, state, local and tribal governments. (Fall)

POL 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty, and will consider the needs and requests of the student. (Fall, Spring)

PSY 206 Abnormal Psychology 3 CR

This course will introduce you to the many faces of abnormal psychology. It will discuss old and new ideas surrounding this branch of psychology and will offer general information about how abnormal psychologists and psychiatrists identify and treat these types of mental illnesses. Whether you are considering an education or a career in abnormal psychology or if you are simply interested in learning more about this fascinating field of study, this course will introduce you to a better understand of the intricacies of the human mind and the ever evolving study of abnormal psychology. (Spring)
Prerequisites: ENG 108, ENG 109, and PSY 210

PSY 210 General Psychology **3 CR**
A survey of the scope and methods of psychology and a cultivation of a scientific attitude toward behavior. This introductory course facilitates a cross-cultural examination and understanding of the study of human experience through scientific processes and observable evidence provided by thousands of years of traditions defining behavioral norms. Topics include: psychology as a discipline, research methods, physiological structures and functions, sensation and perception, state of consciousness, intelligence and ways of learning, memory, cognition, language acquisition, motivation, emotions, human development, personality, psychological disorders, and treatments. (Fall) Prerequisite: ENG 109

PSY 242 Human Growth and Development **3 CR**
The study of human development through the life span will be discussed. An interdisciplinary and cross-cultural approach will be employed, emphasizing biological, psychological, and social factors influencing the process of development throughout the entire human life span. An introduction to psychological/behavioral theories and research will be emphasized. This course will assist the student in evaluating and understanding significant aspects of

An introduction to psychological/behavioral theories and research will be emphasized. This course will assist the student in evaluating and understanding significant aspects of life and to apply the knowledge to everyday professional and personal settings. Personal improvement and preparation for life's challenges are major themes of this course. (Fall, Spring) Prerequisite: ENG 109

PSY 250 Selected Studies **1-4 CR**
Topics will reflect particular competencies of the faculty, considering the needs and requests of the student. (Fall, Spring)

SCI 101 General Cell Biology, Genetics, and Evolution **4 CR**
This general biology course emphasizes cells, inheritance/genetics, and evolution. It also provides an introduction to the diversity and structure of fungi and plants. Includes a 1 credit lab which meets 2 hours weekly. (Fall)

SCI 102 General Animal Biology and Ecology **4 CR**
This general biology course emphasizes the diversity of life with a study of bacteria, viruses, and a survey of the animal kingdom. The course covers anatomy and physiology of human and animal body systems, animal behavior and ecology. Includes a 1 credit lab which meets 2 hours weekly. (Spring)

SCI 103 General Chemistry I **5 CR**
This is an introductory course that involves the study of the chemical and physical properties of elements, gas laws, chemical nomenclature, and structure of atoms, chemical bonding, and solutions. A study lab exists to give students hands on experiences while observing chemical and physical changes resulting from chemical reactions. The course also will help prepare students for other scientific courses (in particular, General Chemistry II and Survey of Biochemistry) and science careers. Includes a 1 credit lab which meets 2 hours weekly. (Fall)
Placement Criterion: COMPASS Algebra score of 50 or above, MTH 112 or MTH 146 and/or instructor approval.

SCI 104 General Chemistry II **5 CR**
This course is a continuation of General Chemistry I and will enrich and develop the concepts presented in that introductory course. Included will be gases and their properties, intermolecular forces and liquids, the chemistry of solids, solutions, the chemistry of modern materials, and the control of various reactions. Includes a 1 credit lab which meets 2 hours weekly. (Spring)
Prerequisite: SCI 103 or instructor approval

SCI 109 Chemistry Concept **1 CR**
This course is intended to provide a broad overview of chemical concepts and an introduction to the basis of chemical reactions and the development of compounds. Included will be an overview of the periodic table, and the chemical reactions involved in chemical bonding and the formation of solutions. (Fall, Spring)

SCI 110 Earth Science **3 CR**
This course introduces students to a broad survey of concepts about our physical environment in the areas of astronomy, geography, geology and meteorology. This course will take a lecture approach to understanding the properties, structure and function of our physical environment. (Fall)

SCI 111 Environmental Science **4 CR**
This course emphasizes the relationship between humans and their environment. It specifically addresses aspects of ecology, populations, natural resources and their management, pollution, environmental ethics and issues. This course incorporates Ojibwe Environmental Knowledge. Includes a 1 credit lab which meets 2 hours weekly. (Fall)

SCI 112 Introduction to Forestry **3 CR**
This course will introduce the student to the science and practice of forestry. It will provide an overview of forestry including: basic concepts, terminology, practices, issues and opportunities in forestry. (Spring)

SCI 115 Introduction to Wildlife Science **3 CR**
This course is designed to introduce students to the science of wildlife. Topics will include identification of local wildlife, habitat needs, predation by and of wildlife, general hunting ethics, species management and an overall view of wildlife and their importance to ecology and the Ojibwe culture. (Spring)

SCI 116 Introduction to Water Resources **3 CR**
This course is designed to introduce students to the field of water resources. It will cover principles for water resources use and development, water resource quality, and water resource supply systems. It will include a look at the hydrologic cycle and provide an introduction to basic surface and groundwater hydrology. It will provide a survey of water resources including lakes, reservoirs, rivers and streams, groundwater, estuaries and wetlands. It will provide an overview of water supply systems including water treatment, distribution, reclamation, irrigation and groundwater systems. It will provide an introduction to water laws, policy, and management. (Fall – even years)

SCI 118 Fisheries and Aquaculture **3 CR**
This course will increase the student's awareness of 'farming the waters' by defining what aquaculture is and explore different aquaculture systems, from international to local. Through discussion the student will be made aware of positive and negative elements of aquaculture management. The student will also have the opportunity to observe local aquaculture practices and discuss the impacts they have on the community. Biology and identification of aquaculture species will be emphasized with a focus on fish, mollusks and crustaceans. Culture methods, sites and economics of aquaculture will be discussed. (Spring – odd years)

SCI 151 General Physics **3 CR**
This is a non-calculus general physics course for life sciences, pre-professional (excluding pre-engineering), agriculture, and chemistry students. This course covers mechanics, work and energy, fluids, waves, electricity, optics and modern physics. (Fall-as needed) This course does not fulfill a knowledge course elective.

SCI 152 Astronomy **4 CR**
This course is designed to introduce students to the science of astronomy. We will learn about the history of

astronomy, how telescopes work, the laws of nature that astronomical bodies follow, celestial motion, and different types of celestial bodies. During lab, if weather permits, we will be holding class outside where students will learn about the night sky and how to use a telescope. Otherwise labs will be held in our regular classroom. Includes a 1 credit lab which meets 2 hours weekly. (Fall – as needed)

SCI 156 Survey of Biochemistry **4 CR**
Introductory organic chemistry and a survey of the structure, chemical reactivity, and biological activity of materials having biological origin (includes metabolism). Recommended for students interested in the allied health field. Does not include a 1 credit lab-lecture only. (Spring – as needed) This course does not fulfill a knowledge course elective. Prerequisite: SCI 101 and SCI 103

SCI 161 Introductions Plant Science **3 CR**
Students will study the morphology, growth and economic utilization of plants. The effects of the environmental factors such as light, temperature and moisture on growth and yield are examined. (Spring)

SCI 165 Introduction to Geographic Information Systems (GIS) **4 CR**
This course is an introduction to the principles of cartography and the use of maps in a variety of applications. Geographic Information Systems (GIS) discussions will focus on data collection, including the use of GPS (global positioning systems); data analysis; and information presentation. Lab work will include the use and interpretation of maps and the capture and analysis of data using the PC based GIS ArcGIS. Exercises and demonstrations will cover a variety of GIS applications. Includes a 1 credit lab which meets 2 hours weekly. (Fall) Prerequisite: CPS 101 concurrent or instructor approval

SCI 169 Introduction to Horticulture **3 CR**
Students will learn the identification, propagation, and culture of plants in the home, vegetable & flower garden and in commercial production situations. (Spring)

SCI 210 Geographic Information Systems Applications **4 CR**
In this capstone course, students learn to evaluate the needs of a project and determine the resources needed to successfully complete the project. Students will collect appropriate data, customize the GIS to address specific project requirements, create accurate and well-designed mapping products, and apply knowledge gained in the course to a range of project types undertaken by business,

industry, community, and government. Includes a 1 credit lab which meets 2 hours weekly. (Fall, Spring – as needed) Prerequisites: SCI 165 and concurrent enrollment in SCI 168 or instructor approval

SCI 214 Hydrology 4 CR

This course will focus on the study of water, the global hydrologic cycle and the processes involved in that cycle. The occurrence, distribution, movement, physical, chemical and biological processes that conduct or affect the movement of all waters of the earth will be studied. Includes a 1 credit lab which meets 2 hours weekly. (Fall – odd years) Prerequisites: MTH 112 and SCI 116 or SCI 118

SCI 218 Fisheries and Wildlife 4 CR

Integrated introduction to principles/practices of fisheries and wildlife management, including sampling populations, production of goods and services while maintaining ecosystem integrity and functions; contemporary issues. Discussion of positive and negative elements of fisheries and wildlife management. Biology and identification of fisheries, aquaculture and wildlife species will be emphasized with a focus on fish, mollusks, crustaceans and mammals. Culture/growth methods, sites and economics of hatcheries, aquaculture/aquaponics, and game farms will be discussed. The student will have the opportunity to observe local management practices and discuss the impacts they have on the community. Includes a 1 credit lab which meets 2 hours weekly. (Spring)

SCI 230 Human Anatomy and Physiology I 4 CR

This course enables the student to develop a working knowledge of the structure and functions of the human body at the cellular, organ and system levels. The course includes a laboratory that gives students some practical and clinical experience in addition to reinforcing anatomical and physiological facts. Topics include: chemistry basics; cells; cellular metabolism; organization of body; tissues; skin; skeletal system; muscular system; joints; nervous system; water; electrolyte and acid/base balance. Includes a 1 credit lab which meets 2 hours weekly. (Fall) Prerequisite: SCI 101 or SCI 102

SCI 231 Human Anatomy and Physiology II 4 CR

This course enables the student to develop a working knowledge of the structure and function of the human body at the cellular, organ and systems level. The course includes a laboratory that gives students some practical and clinical experience in addition to re-enforcing anatomical and physiological facts. Topics include endocrine system, circulatory metabolism, respiratory system, urinary system, reproductive system, growth and development, genetics. Includes a 1 credit lab which

meets 2 hours weekly. (Spring) Prerequisites: SCI 230

SCI 232 Microbiology 4 CR

This course emphasizes fundamentals of microbiology, through lecture and laboratory skills; topics on history, morphology, and physiology; nutritional growth and metabolism; immunology; the techniques used in the identification of microorganisms; along with the microbial diseases of body systems. The impact on the spread of diseases and type of control will be demonstrated. Common causes and sources of infection will be demonstrated, along with analysis of clinical applications and recent chemotherapy—antibiotics and immunology discoveries known to combat the powerful microbes. The students will be exposed to a diversity component upon which students may be exposed to diversity for healthcare disparities across different cultural, socio-economic, gender, age, and disability backgrounds that apply to infectious disease. Includes a 1 credit lab which meets 2 hours weekly. (Spring) Prerequisites: SCI 230

SCI 240 Fall Ethnobotany 4 CR

This course offers a study of local plants and their environment. This study includes identification, philosophy and botanical principles of plants. The identification involves learning the common/local name of plants, scientific name, and Ojibwe name. The philosophy includes general use of plants with an emphasis on awareness and respect of plants, which is important to the Ojibwe tradition. Study includes the physical/physiological makeup of plants and their habitat or community where they are found. Includes a 1 credit lab which meets 2 hours weekly. (Fall)

SCI 241 Spring Ethnobotany 4 CR

This course offers a study of local plants and their environment. This study includes identification, philosophy, and botanical principles of plants. The identification involves learning the common/local name of plants, scientific name, and Ojibwe name. The philosophy includes general use of plants with an emphasis on awareness and respect of plants, which is important to the Ojibwe tradition. Study includes the physical/physiological makeup of plants and their habitat or community where they are found. Includes a 1 credit lab which meets 2 hours weekly. (Spring)

SCI 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty considering the needs and requests of the student. (Fall, Spring)

SCI 293 Field Methods in Natural Resources 2 CR

This course incorporates identification of different flora and fauna, survey techniques, as well as research design methods and implementation of natural science concepts into the experiential learning atmosphere of an internship in the field of Natural Resources. The student will be required to sign a contract agreement before internship placement. (Summer, Fall – as needed) Prerequisites: ENG 108, CPS 101 and SCI 101 or SCI 102 or SCI 111

SCI 298 Self-Directed Studies 2-10 CR

An individually designed project encompassing the realm and scope of a topic to which the student identifies. Instructor will determine the credits and work to be compiled. (Fall, Spring) Prerequisite: Consent of the Academic Dean and Instructor.

SOC 111 Introduction to Sociology 3 CR

An introduction to the basic concepts and methods of sociology, the basic structure of social life, culture, types of group interaction, social institutions, stratification, power relationships, and social problems. (Fall)

SOC 205 Sociology of Race, Diversity and Ethnicity in the United States 3 CR

Investigation into the social dynamics shaping racial and ethnic minority experiences in America. Causes and consequences of prejudice, racism and discrimination. Examination of minority status of African Americans, Native Americans, Hispanic Americans and Asian Americans in contrast to European ancestry groups. Analysis of institutional racism and contemporary issues involving minority groups. Additional topics relating to diversity will include ageism, sexism, gender differences, the disabled and sexual orientation. (Spring) Prerequisite: ENG 109 or instructor approval

SOC 250 Selected Studies 1-4 CR

Topics will reflect particular competencies of the faculty considering the needs and requests of the students. (Fall, Spring)

“Let us think of education as a means of developing our greatest abilities, because in each of us there is a private hope and dream which fulfilled, can be translated into benefit for everyone and greater strength for our nation.”

- John F. Kennedy



Locations

Lac Courte Oreilles– Main Campus

Odaawaa Zaagaa'iganiing

Lac Courte Oreilles Ojibwa Community College was in 1982. It remains the of activity for the college. All academic programs and courses are offered at this location.

A beautiful Cultural Center and other meeting spaces provide inspirational space for College and community meeting and presentations. We provide:

- An expansive library
- Multiple computer centers
- Two science laboratories
- Nursing lab
- New student lounge
- Expanded meeting /classrooms and state of the art kitchen facility
- Tutoring centers
- Extension which provide opportunities for research, internships, and community programming



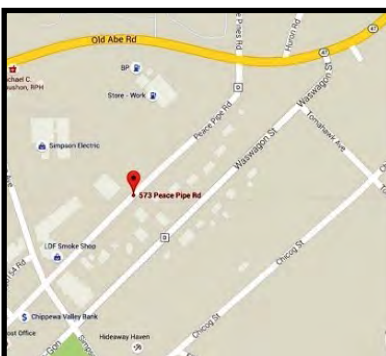
Site location and contact information:

13466W Trepania Rd.
Hayward, WI 54843
715-634-4790
888-526-6221

Lac Du Flambeau

Waaswaaganing

The LCOOCC Lac Du Flambeau Outreach site is located in the Adawe Mall. We are centrally located in the heart of Lac Du Flambeau.



Site location and contact information:

LCOOCC– Lac Du Flambeau
P.O. Box 721
573 Peace Pipe Rd.
Lac Du Flambeau, WI 54538
715-588-3457

Locations

St. Croix

Mitaawangaag

The LCOOCC St. Croix site is located in the St. Croix youth center located just off Highway 70 between Spooner and Siren Wisconsin.

Our LCOOCC St. Croix site offers a one year certificate in Casino Hospitality and Customer Service, and Ojibwe Language.

There is also a 10-station computer lab with projection and Zoom technology, enabling classroom broadcasts among the three outreach sites and the main campus. With the addition of a new Zoom classroom, the St. Croix site is now considered, along with the LCO Main, A “Teaching Site” for Zoom classes.



Site location and contact information:

LCOOCC— St. Croix
24663 Angeline Ave.
Webster, WI 548493

LCOOCC— North

Giiwedining

The LCOOCC North Site is located in Washburn, WI. We are located just three blocks north of Highway 13, in the Washburn High School. You can't miss our canopied entrance, proclaiming all are welcome at LCOOCC North!



Site location and contact information:

LCOOCC— North
P.O. Box 128
305W 4th St.
Washburn, WI 54868

LCOOCC Library



The Lac Courte Oreilles Ojibwa College Community Library provides services to both the college and to the LCO community at large. Its collection features both popular and college curriculum materials. A special Native American collection includes books, periodicals, microfilms, recordings, photographs, maps, paintings and cultural items. The library features quiet study areas, conference rooms, a children's section, computers, wireless access, and a comfortable seating area in a stylized wigwam with a fireplace.

The library web page provides access to the catalog, library pathfinders, and periodical databases that include *JSTOR*, *Ethnic NewsWatch*, and *EbscoHost*. The LCO Library is a member of the Northern Waters Library Service and its Merlin Consortium which features the shared catalog of the 30 member libraries. Materials can be ordered and delivered from any of the libraries. Cardholders from the outreach campus sites can use their Merlin card at their neighboring libraries that include Spooner, Shell Lake, Ashland, Bayfield, Washburn, and Hayward. St. Croix has developed a small library for its campus site. The library is open Monday through Friday from 8:00-4:30 with extended evening hours and Saturdays when the college is in session.

Migizi Cultural Center

The Migizi Cultural Resource Center is dedicated to the education, discovery, preservation, and transmittal of the history, language, literature, and cultural values and wisdom of the Lac Courte Oreilles People. The Migizi Cultural Resource Center is a living cultural arts and teaching center with classrooms, display and gathering area, climate controlled storage center, audio-visual production room, and offices. The Center features displays and exhibits that consist of Ojibwe and other Native art, quilts, beadwork, artifacts, paintings, and photographs. The center also hosts classes, workshops, programs, and other cultural events throughout the year that are open to the community.



LCOOCC Extension

LCOOCC 1994 Land Grant Programs



The College received Land Grant Status in 1994, through the Equity in Educational Land Grant Status Act of 1994 (Section 354 of P.L. 103-382). This status has allowed the college to obtain the resources required to carry out three major land grant missions: teaching, extension, and research. Presently the College is able to support the following areas through our land grant designation:

1994 Agriculture Endowment Fund – The 1994 Ag Endowment Fund enhances educational opportunities for our students by strengthening institutional programs at the College. Areas supported by this funding include:

- ◆ Curriculum development
- ◆ Student recruitment and retention
- ◆ Faculty preparation
- ◆ Instruction delivery systems
- ◆ Equipment and instrumentation for teaching

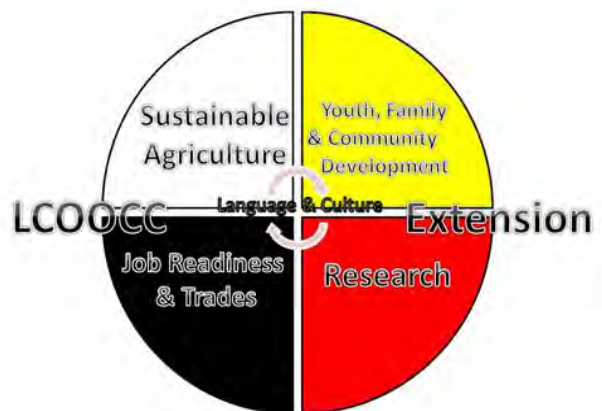


The Agriculture/Education Equity Program

The goal of the Agriculture/Education Equity Program at LCOOCC is to enhance the academic endeavors of our students by providing internships, scholarships, stipends, and supplies. It is hoped that these provisions will help the student achieve an Associate’s Degree in one of the many degree programs offered at the college. This program also encourages students to continue their education at a four year institute by providing field trips to various four year institutions as sponsoring participation in national programs such as American Indian Science and Engineering Society (AISES). Internships are coordinated with Federal, State, and Tribal agencies to include the US Forest Service, WI DNR, Great Lakes Indian Fish and Wildlife Commission, LCO Conservation, LCOOCC Sustainable Agriculture Research Station, and others.

The LCOOCC Extension Department

The Extension Department works to empower members of the LCO and surrounding communities through embracing the traditional values and language of the Anishinaabe people. The values of our traditions are the fundamental basis of our methods in conducting research and community education. Extension strives to build collaborative partnerships to address various community needs while promoting leadership in all program initiatives. The Lac Courte Oreilles Ojibwa Community College Extension Department has four main focus areas for programming which include: sustainable agriculture, research, youth and community development, and job readiness and trades. A monthly calendar of events is published and promoted through the website, social media, newspaper articles, and flyers. All programs are free and open to the public.



The Increased Capacity Program

This is the main Extension services program which we utilize to provide community educational experiences of a formal and non-formal nature. Presently we are focusing on promoting Ojibwe language and culture through experiential learning opportunities with knowledgeable Tribal members in areas such as: harvesting of a variety of traditional plants, wigwam construction, traditional hunting and fishing, story-telling, and a variety of active lifestyle opportunities including summer canoe trips and winter snowshoeing



Research Grant Program

Assists the 1994 land-grant institutions in conducting agricultural research that addresses high priority concerns of tribal, national, or multi-state significance. Lac Courte Oreilles Ojibwa Community College Extension conducts applied research, exposing students to meaningful research experience towards meeting the needs of the community. Research projects have included small mammal trapping and data collection for the American marten; water quality data collection on streams that enter the Chippewa Flowage and surveying for aquatic invasive species; student led research; and a community participatory research on transplanting low bush blueberry and data collection. A new study for 2014-2015 includes a partnership with UW-Madison (an 1862 land grant institution) Department of Plant Pathology to increase true potato seed and tuber production by attracting native pollinators.



Extension Youth Development Program

The Youth Development Program offers the Ogimaakaw program, which is designed to expose Native American youth to positive community involvement as well as vital-components of work-readiness and leadership. The primary goal is to increase capacity in organizational leadership and work readiness skills of our youth. Ogimaakaw will teach responsibility and accountability while focusing on communication, problem solving, and leadership while at the same time linking those skills to components that are culturally relevant. Ogimaakaw is used as a tool of empowerment as well as a program that presents youth with the choice to follow a positive path.



Sustainable Agriculture Research Station

Sustainable Agriculture Research Station or College Farm is located ½ mile north from main campus on Froemel Road. It boasts a 220 acre farm with community garden areas, Beginner Producer program, farmers market stand, aquaponics, chickens, pigs, and more. The main goal is to provide opportunities and challenges for students to learn and work with staff, other students, community members and Elders in a sustainable agricultural setting to increase access to healthy, nutritious foods. This will provide various modalities to improve food security in a low-socioeconomic tribal community; which will improve health and provide less reliance on processed foods. Education and research activities in a multi-generational learning environment will encourage community members to take ownership over where their food comes from, empowering youth and Elders.

Students and community members have access to land and resources for research, experimentation, and implementation of sustainable agricultural practices and products that will enhance food sovereignty for themselves and the LCO community.



Continuing Education

The Continuing Education and Extension Department partners with many federal, state, and tribal programs to leverage resources and provide the most effective education and hands-on resources to the communities in which we serve. Dependent on funding the following programs are offered:

Carpentry Essentials Certificate

In the spring of 2017 LCOOCC in partnership with Wisconsin Indianhead Technical College (WITC), the LCO Tribe, and NW Wisconsin CEP offered a pilot program, a 9 credit Carpentry Essentials certificate. Carpentry Essentials is an accelerated 8-week long program to provide academic credit in: construction math, construction framing, and blueprint reading which prepares students for entry level construction careers.



Road Construction Certificate

The road construction certificate is an 11 credit certificate taken in an accelerated format. There are multiple instructors who teach different introductory aspects such as blueprint reading, flagger certification, OSHA 30, CPR and 1st Aid, and GPS/GIS. Participants are also enrolled in the Transportation Alliance for New Solutions (TrANS) which is a Department of Transportation funded program to provide training to underserved populations who have been underrepresented historically in the industry.

Commercial Driver's License – Class B

LCOOCC partnered with the Wisconsin Department of Transportation (WisDOT) Inter-Tribal Taskforce and WITC to provide a classroom and behind-the-wheel Class B CDL course in the spring of 2017. Students are required to pass a DOT physical with a local health care provider and pass the general knowledge and air brakes test with a local Department of Motor Vehicles (DMV) office in Wisconsin. Once the student retains the permit they enter the behind-the-wheel portion of the course (20 hours). Completion testing is also provided by WITC.



Faculty and Staff

Anderson, Deb

Science Faculty

- ◆ Ph.D. Water Resources Science-University of Minnesota Duluth
- ◆ MS Environmental Biology-University of Minnesota Duluth
- ◆ BA Biology -St. Olaf College

Antell, Tom

Native American Art Faculty

- ◆ MA Studio Arts – University of Wisconsin Superior
- ◆ BA Fine Arts – California Institute of Arts
- ◆ AA Native American Studies –Lac Courte Oreilles Ojibwa Community College
- ◆ AA SUDC-Lac Courte Oreilles Ojibwa Community College

Babu, Sajeetha

Nursing Faculty

- ◆ MSN Nursing Education-The University of the West Indies

Berg, GERALYNNE

Academic Dean/Assessment Coordinator

- ◆ Psy.D. Candidate Psychology – University of the Rockies
- ◆ MAED Curriculum & Instruction -University of Phoenix
- ◆ MSP Psychology - University of Phoenix
- ◆ BS Early Childhood & Elementary Education, Minor Language Arts– Mount Senario College

Bigboy-Powless

North Outreach Site Assistant

- ◆ BA History; American Indian Studies Certificate—UW Madison

Breit, Karen

Director of Community Relations

- ◆ BS Sociology and Social Justice – Northland College
- ◆ AA Liberal Arts -Lac Courte Oreilles Ojibwa Community College

Brier, Kathie

Academic Administrative/Front Office-Customer Service

- ◆ AS Medical-Lac Courte Oreilles Ojibwa Community College

Cadotte, Jennifer

Youth Development Coordinator

- ◆ AA General Education-Lac Courte Oreilles Ojibwe Community College

Carley, Danielle

Work Based Learning Director

- ◆ BA General Studies w/credentials in Native American Studies/Behavior/Science—Charter Oak State College
- ◆ AA Liberal Arts–Lac Courte Oreilles Ojibwe Community College

Clay, Dennis

Informational Technology Support Technician

Faculty and Staff

DeNasha, Lydia

Accounts Receivable

- ◆ AS Business -Accounting Lac Courte Oreilles Ojibwa Community College

Diller, Edith

Student Support Services Success Coach

- ◆ MA Mathematics Education– University of North Dakota– Minot
- ◆ BA Mathematics–Goshen College

Doud, Christine

LDF TRIO

- ◆ MS Guidance and Counseling-University of Wisconsin Stout
- ◆ BS Social Work-Mount Senario

Fleming, Kim

Facilities and Housekeeping Coordinator

- ◆ Culinary Certificate-Clear Field Job Corps Center

Frankiewicz, Gary

Math Faculty

- ◆ MS Degree Education Administration-UW Eau Claire
- ◆ MS Applied Statistics and Research Methods– University of Northern Colorado

Furtman, Greg

Information Technology Support Technician

- ◆ BS Natural Science-St. John's University

Gonzales, Socorro

Student Success Assistant/Work Based Learning Assistant

- ◆ BFA-New Media Arts, Moving Images-Institute of American Indian Arts

Greyhair, Lou

Maintenance/Housekeeping

- ◆ AA Building Trades Maintenance—Little Hoop Community College

Gretz, Dan

Office of Sponsored Programs Director/Facilities

- ◆ MS Education-University of Wisconsin Superior
- ◆ BS Zoology-University of Wisconsin Madison

Habeck, Karl

Merlin/ Special Service Coordinator

- ◆ AA Liberal Arts-Lac Courte Oreilles Ojibwe Community College

Haskins, Michelle

Native American Studies Faculty

- ◆ M.ED Indigenous Knowledge & Language Revitalization, University of Minnesota Duluth
- ◆ BS Elementary Education-University of Minnesota Duluth
- ◆ AA American Indian Studies-Ojibwe Language-University of Minnesota Duluth

Faculty and Staff

Hemming, Patricia

English Faculty

- ◆ M.ED– St. Mary’s University
- ◆ BS English– St. Cloud State University
- ◆ BA Speech/Theater– College of Saint Teresa

Johnston, Linda

Director of Outreach Sites

- ◆ BA Elementary Education– Northland College
- ◆ BA English & History– Northland College

Kingfisher, Brian

Native American Studies Faculty

- ◆ AA Native American Studies Language-Lac Courte Oreilles Ojibwa Community College
- ◆ BA Linguistics-University of Wisconsin Madison
- ◆ MA Curriculum and Instruction-University of Wisconsin Madison

Lundberg, Barb

Vice President of Academic Affairs and Institutional Effectiveness

- ◆ M.ED Adult Education Administration-Western Washington University
- ◆ BS Mathematics; Physics Minor- Lewis & Clark College

Marlow, Amber

Extension Director

- ◆ BS Transportation & Logistics Management– University of Wisconsin Superior
- ◆ AAS Medical Assistant–Lac Courte Oreilles Ojibwa Community College
- ◆ AA Business Management–Lac Courte Oreilles Ojibwa Community College

Martinson, Roxanne

Director of Student Affairs, Enrollment, and Learning Center Coordinator

- ◆ BS Secondary Education Mathematics– Mount Senario College

Matchett, Jill

Chief Financial Officer

- ◆ BA Accounting– University of Wisconsin Superior
- ◆ AS Business Administration– Accounting Emphasis-Lac Courte Oreilles Ojibwe Community College

McNulty, Janine

SSS/Trio Education Faculty/Outreach Site Assistant—St. Croix Site

- ◆ BS Elementary Education– Concordia College

Menzel, Sue

Sustainable Agriculture Research Manager

- ◆ AS Lac Courte Oreilles Ojibwe Community College

Mueller, Rita

Vice President of Administrative Services

- ◆ BS Human Sciences– Mankato State University

Faculty and Staff

Munive, Lisa

Administrative Assistant/ Field Coordinator

- ◆ BS Social Work-University of Wisconsin Superior
- ◆ AA Human Services-Lac Courte Oreilles Ojibwe Community College

Nelson, Taylor

Marketing & Admissions Coordinator

- ◆ AS Accounting & Small Business Management— Lac Courte Oreilles Ojibwe Community College
- ◆ BS Marketing & Business Management—UW Superior

Nayquonabe, Thelma

Early Childhood Faculty

- ◆ MA Education— Silver Lake College
- ◆ BS Elementary Education— Mount Senario College
- ◆ AA Early Childhood— University of Wisconsin River Falls

Pfaff, Caryl

Library Director

- ◆ MLS Library Science— University of Minnesota Minneapolis
- ◆ MA Anglo-Irish Literature— University College Dublin Ireland
- ◆ BS English— University of Wisconsin

Quaderer, Kelly

Financial Aid Director

- ◆ BBA Accounting— University of Wisconsin Eau Claire

Revoy, Mary

SS/Trio Assistant Director

- ◆ BS Sociology— University of Wisconsin Stevens Point

Riedell, Amber

Executive Assistant/Administrative Support

- ◆ AS Criminal Justice— Wisconsin Indianhead Technical College

Snow, Rhonda

Outreach Site Assistant— Lac Du Flambeau

St. Germaine, Jordan

Financial Aid Assistant

- ◆ AA Small Business Management-Lac Courte Oreilles Ojibwa Community College

Sullivan, Diane

Human Services/AODA Faculty

- ◆ BS English—Mount Scenario College
- ◆ Hazelden Betty Ford Graduate School of Addiction Studies—Center City

Thimm, Tamara

Staff Accountant

- ◆ AA Small Business Administration-Lac Courte Oreilles Ojibwa Community College

Faculty and Staff

Turpin, Julie

Enrollment Specialist

- ◆ AA Human Services—Lac Courte Oreilles Ojibwa Community College

Turpin, Tyler

Director of Information Technology/Institutional Researcher

- ◆ AA Information Technical Support— Mesabi Range CTC

Vertin, Diane

President

- ◆ Ed.D— Educational Administration— University of Minnesota
- ◆ M.ED— Education— University of Minnesota Duluth
- ◆ BBA— Finance & Marketing— University of Wisconsin Superior

Waterhouse, Shannon

Transition and Retention Advisor

- ◆ MS Education Counselling—University of Wisconsin River Falls
- ◆ BS Criminal Justice—University of Wisconsin Platteville

White, Dennis

Native American Studies Faculty/Cultural Coordinator

- ◆ MA Mathematics— University of Wisconsin Madison
- ◆ BA Mathematics— University of Wisconsin Superior

White, Shannon

Allied Health Program Director

- ◆ MSN Nursing Education Benedictine
- ◆ BSN Nursing— St. Scholastica

Wiggins, Annette

Registrar

- ◆ AA Business Administration— Lac Courte Oreilles Ojibwa Community College
- ◆ AA Secretarial Science—Lac Courte Oreilles Ojibwa Community College
- ◆ Certificate Secretarial Typist—Lac Courte Oreilles Ojibwa Community College

Yagle, Char

Nursing Faculty

- ◆ MSN Northern Illinois University
- ◆ BSN Northern Illinois University
- ◆ RN Rockford Memorial School of Nursing

Young, Joy

Business Faculty

- ◆ BA Accounting— University Wisconsin Superior

Adjunct Faculty

Sharon Bednarski-Wilber

- ◆ MA Professional Development /Word Processing
- ◆ BS Business Education

Lynn Fitch

- ◆ MAED Education– University of Phoenix
- ◆ BS Business - University of Wisconsin Eau Claire

Dale Hegstrom

- ◆ M.Th Princeton Theological Seminary, Clinical Chronical
- ◆ M.DIV Christian Theology– Seminary
- ◆ BA Moraine College, Music and History

Dana Jackson—Ojibwe Language

Bernard T. Johnson

- ◆ *MS Analytical Chemistry —Illinois State University*
- ◆ *BS Chemistry & Mathematics Eastern Illinois University*

Larry Kinnett

- ◆ BS Digital Communication/E-Marketing
Franklin University

Julie Jong Koch

- ◆ *MS Social Work -University of Minnesota St. Paul*
- ◆ *BS Sociology– University of Wisconsin Steven’s Point*

James McLaughlin

- ◆ JD -University of Wisconsin Madison
- ◆ BA Mental & Moral Science -University of Dublin
- ◆ *Lac Courte Oreilles Ojibwa Community College*

Ramona L. Morrow

- ◆ *BA Native American Studies University of Wisconsin-Eau Claire*
- ◆ *AS Pre-Nursing*

Teri Nugent

- ◆ *BS Social Work Mount Senario College*

Beth Paap

- ◆ *MA*
- ◆ *BS*

Ralph Pewaush—Ojibwe Language

David Ramsey

- ◆ MS Government & Nonprofit Accounting
- ◆ BS Accounting/Forensic Auditing

James Schanandore

- ◆ JD - University of Minnesota
- ◆ BS Political Science -University of Oklahoma

James Schlender

- ◆ *JD UW-Madison*
- ◆ *BA Political Science UW-Madison*

Jodi Sowa

- ◆ *M ED Professional Development*
- ◆ *BA Elementary Education & English Education -Mount Senario College*

Adjunct Faculty

Mike Sullivan

- ◆
- ◆

Anne Wewasson- Ojibwe Language

Cleo White– Ojibwe Beading

Dawn White

- ◆ MS Organismal Biology & Ecology
University of Montana
- ◆ BS Biology - University of Great Falls





Service Directory

Campus Location	Contact Name	Number	Email
LCOOCC Main Campus	Front Desk	715-634-4790 ext. 100	info@lco.edu
LCOOCC– Lac Du Flambeau	Christine Doud	715-588-3457	lcoldf@lco.edu
LCOOCC- North	Linda Johnston	175-812-1040	lconorth@lco.edu
LCOOCC– St. Croix	Janine McNulty	1-800-236-2195 ext. 5312	lcostcroix@lco.edu

The main campus receptionist can transfer you to the proper individual/department.

Department	Email
Admissions	admissions@lco.edu
Bookstore/Bursar	bookstore@lco.edu
Business Office	businessoffice@lco.edu
Disability Office	disabilities@lco.edu
LCOOCC Extension	ext@lco.edu
Financial Aid	financialaid@lco.edu
General Information	info@lco.edu
Human Resources	hr@lco.edu
Information Technology	helpme@lco.edu
Learning Center/Student Success	learningcenter@lco.edu
Library	library@lco.edu
Registration	registration@lco.edu
Student Involvement	getinvolved@lco.edu
Student Success	success@lco.edu
TRIO	trio@lco.edu
Work Based Learning	wbl@lco.edu

2017 – 2018 Academic Calendar

FALL SEMESTER

Student Orientation	August 25
Classes Begin	August 28
Registration Ends	September 1
Labor Day Holiday**	September 4
Last Day Add/Drop	September 11
Financial Aid Census Date	September 12
Medicine Pole Ceremony*	September 13
Indigenous Peoples' Day Holiday**	October 9
Mid-Term Grades Due	October 20
Advising for Spring 2018	October 23
Veterans Day Holiday **	November 10
Registration Spring 2018 Begins	November 13
Last Day to Withdraw	November 17
Employee Appreciation Day **	November 22
Thanksgiving Holiday/Break **	November 23 - 24
Last Day of Classes	December 8
Final Exams	December 11- 14
Final Grades Due-Noon	December 15
SEMESTER BREAK	December 18 – January 15

SPRING SEMESTER

Student Orientation	January 12
Martin Luther King Day Holiday**	January 15
Classes Begin	January 16
Treaty Day Holiday**	January 19
Registration Ends	January 23
Last Day Add/Drop	January 30
Financial Aid Census Date	January 31
American Birkebeiner Friday **	February 23
Mid-Term Grades Due	March 9
SPRING BREAK (week 9)	March 12 – 16
Classes Resume	March 19
Advising Summer/Fall 2018	March 19
Easter Break **	March 30 – April 2
Classes Resume	April 3 rd
Registration Summer/Fall 2018	April 9
Last Day to Withdraw	April 13
Last Day of Classes	May 4
Final Exams	May 7 – 10
Final Grades Due-Noon	May 11
GRADUATION	May 17

Key * Morning Feast - Classes resume in the afternoon
 ** Campus Closed



2018 – 2019 Academic Calendar

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Final Grades Due-Noon	May 11
GRADUATION	May 17

Key * Morning Feast - Classes resume in the afternoon





LCOOCC identifies the following for student success:

Life Long Learning

Encourage "ongoing, voluntary, and self-motivated" pursuit of knowledge to enhance social inclusion, active citizenship, personal development, and self-sustainability, as well as competitiveness and employability.

Curricular Diversity

Focus on helping Native students advance themselves in the world, while studying their own history and language.

Opportunities

Provide communities with post-secondary and continuing education while advancing the language, culture, and history of the Ojibwe.

Ojibwe Way of Life

Infuse Indigenous ways of thinking, learning, and doing into the educational framework to make education relevant.

Cultural Integrity

Develop cultural competency by embracing Ojibwe culture and values in order to support all communities' ability to work in a productive inclusive environment that supports diversity.

Community Engagement and Leadership

Explore opportunities to engage in the community and to develop and strengthen leadership skills.

