

Lac Courte Oreilles Ojibwa Community College



Catalog 2018-2019

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).

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

Kyle Van Acker
Member

Daryl Coons Sr.
Emeritus

James Schlender
Member

Shauna Coons
Member

Daryl Coons Jr.
Member

Gary Gerber
Member

Marie Basty
Member



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 academic performance as well as growth in areas of cultural interest and social development.

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 located on page 8. 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.

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. Upon completion of an associate degree at LCO College, the student will be able to demonstrate the following six general education outcomes:

Gen Ed 1 Communication:

Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.

Gen Ed 2 Mathematic Literacy:

Students demonstrate a strong foundation in mathematical concepts, processes and structure.

Gen Ed 3 Social Responsibility:

Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

Gen Ed 4 Culture: Ojibwe and other Native Cultures:

Students demonstrate understanding of Ojibwe and other Native American culture.

Gen Ed 5 Critical Thinking:

Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.

Gen Ed 6 Global Awareness:

Students interact effectively and appropriately in a diverse, multi-cultural, and global society.

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 inter-personal skills.

GENERAL EDUCATION COURSES		
Course #	Course Title	Credits
EDC 110	Introduction to Higher Education	3
ENG 108	College Writing, Research, & Critical Reading	3
ENG 109	Advanced College Writing, Research, & 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 107	Traditional Native Techniques	NAS 101	Ojibwemowin I
ART 114	Beading I	NAS 110	Introduction to Native American History
ART 115	Beading II	NAS 212	Wisconsin Native History
ART 116	Finger Weaving	NAS 205	Ojibwe History
ART 118	Yarn Bag Weaving	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
POL 110	Introduction to American Government	SOC 111	Introduction to Sociology
NAS 222	Introduction to Tribal Government	SOC 205	Sociology of Race, Diversity and Ethnicity in the United States

PHYSICAL OR NATURAL SCIENCES – NO LAB

SCI 110	Earth Science	SCI 118	Fisheries and Aquaculture
SCI 112	Introduction to Forestry	SCI 151	General Physics
SCI 115	Introduction to Wildlife Science	SCI 161	Introduction to Plant Science
SCI 116	Introduction to Water Resources	SCI 169	Introduction to Horticulture

PHYSICAL OR NATURAL SCIENCES – 2 HOUR LAB

SCI 101	General Cell Biology, Genetics, and Evolution	SCI 214	Hydrology
SCI 102	General Animal Biology and Ecology	SCI 218	Fisheries & Wildlife
SCI 103	General Chemistry I	SCI 232	Microbiology
SCI 104	General Chemistry II	SCI 240	Fall Ethnobotany
SCI 111	Environmental Science	SCI 241	Spring Ethnobotany

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'ewin (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!

Dibaadenindizowin (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.

Gwayakwaadiziwin (Honesty)

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

Manaaji'idiwin (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)				
Nursing	*			
Associate of Arts (AA)				
Early Childhood	*			
Human Services	*			
Liberal Arts	*	*	*	*
Native American Studies	*	*	*	*
Native American Studies Language Emphasis	*	*	*	*
Associate of Applied Science (AAS)				
Accounting	*	*	*	*
Ag & Natural Resources	*			
Culinary Arts--Pending	*			
Associate of Science (AS)				
Small Business Administration	*	*	*	*
Pre-Nursing	*			
Science	*			
Certificates				
AODA	*			
Culinary Arts	*			
Native American Art	*			
Native American Tribal Management	*	*	*	*
Nursing Assistant	*			
Office Support Specialist	*	*	*	*
Ojibwe Language	*	*	*	*
Personal Care Worker	*			
Tribal Court Lay Advocate pending	*	*	*	*

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:

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.

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

PROGRAM REQUIREMENTS	CR.	PREREQUISITE
SEMESTER #1 - FALL		
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
NSG 114 Nursing Fundamentals	2	
NSG 115 Nursing Skills	3	
NSG 116 Introduction to Clinical Practice	2	
NSG 219 Nursing Pharmacology	2	
SCI 230 Anatomy and Physiology I w/ Lab	4	ENG 109, SCI 101 OR SCI 102
Total	19	
SEMESTER #2– SPRING		
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
NSG 105 Nursing Health & Alterations	3	
NSG 108 Clinical Care across Lifespan	2	
NSG 117 Nursing Health Promotions	3	
NSG 118 Introduction to Clinical Care Management	2	
SCI 231 Anatomy and Physiology II w/ Lab	4	ENG 109, SCI 230
Total	17	
SEMESTER #3 - FALL		
NSG 215 Complex Health Alterations I	3	
NSG 216 Behavioral and Community Health	2	
NSG 217 Intermediate Clinical Practice	3	
NSG 218 Advanced Nursing Skills	1	
PSY 210 General Psychology	3	ENG 109
SOC 111 Introduction to Sociology	3	
Total	15	
SEMESTER #4 - SPRING		
NSG 220 Complex Health Alterations II	3	
NSG 221 Management and Professional Concepts	2	
NSG 222 Advanced Clinical Practice	3	
NSG 223 Nursing Clinical Transition	2	
PSY 242 Human Growth and Development	3	ENG 109
SCI 232 Microbiology w/Lab	4	ENG 109, SCI 101, SCI 230
Total	17	
TOTAL DEGREE CREDITS	68	

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
1st Year Fall Semester-1st 8 Weeks		
ECE 101 Introduction to Early Childhood	3	
EDC 110 Introduction to Higher Education	3	
SOC 111 Intro to Sociology-16 wks. <i>*ONLINE*</i>	3	
1st Year Fall Semester-2nd 8 Weeks		
ECE 103 Creative Activities in the Early Childhood Classroom	3	ECE 101
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
Total	15	
1st Year Winter		
ECE 104 Professional Field Practice I <i>*ONLINE*</i>	2	ECE 101, ECE 103
Total	2	
1st Year-Spring Semester-1st 8 Weeks		
ECE 105 Ojibwe Language in the Early Childhood Classroom	3	ECE 101
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
PSY 242 Human Growth & Development-16 wks. <i>*ONLINE*</i>	3	ENG 109
1st Year Spring Semester-2nd 8 Weeks		
MTH 146 College Algebra	4	Accuplacer score OR MTH 112
ENG 112 Fundamentals of Speech	3	
Total	16	
1st Year Summer		
NAS 100 Introduction to Ojibwe Culture	3	
Math or English if needed	3 or 4	
Total	3-7	
2nd Year Fall Semester- 1st 8 Weeks		
ECE 203 Health, Nutrition, & Safety in the E.C. Classroom	3	ECE 104, ENG 109
ECE 223 Children's Literacy & Literature in the E.C. Classroom	3	ECE 104, ENG 109
PSY 210 General Psychology-16 wks. <i>*ONLINE*</i>	3	ENG 109
2nd Year Fall Semester- 2nd 8 Weeks		
ECE 224 Science & Math in the E.C. Classroom	3	ECE 104, ENG 109
ECE 225 Professional Field Practice II	2	ECE 104, ENG 109
Total	14	
2nd Year-Winter		
HUS 201 Family Systems w/ Cultural Influences <i>*ONLINE*</i>	3	ENG 109
Total	3	
2nd Year Spring Semester-1st 8 Weeks		
ECE 260 Child Guidance & Self-Concept	3	ECE 101, PSY 242
ECE 270 Early Childhood Program Management	3	ECE 101, ENG 109
SCI 102 Animal Biology & Ecology w/Lab 16 wks. <i>*ONLINE*</i>	4	
2nd Year Spring Semester-2nd 8 Weeks		
ECE 291 Early Childhood Field Practicum	6	All ECE/minimum 2.5 GPA
Total	16	
TOTAL DEGREE CREDITS	69	

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.

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.	PREREQUISITES
1st Year Fall Semester-1st 8 Weeks		
EDC 110 Introduction to Higher Education	3	
HUS 101 Introduction to Human Services	3	
SOC 111 Introduction to Sociology-16 wks. <i>*ONLINE*</i>	3	
1st Year Fall Semester-2nd 8 Weeks		
HUS 104 Introduction to Human Services Skills & Practice	3	HUS 101
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
Total	15	
1st Year Winter		
HUS 102 Professional Field Experience I <i>*ONLINE*</i>	2	HUS 101, HUS 104
Total	2	
1st Year Spring Semester-1st 8 Weeks		
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
HUS 105 Group Dynamic	3	HUS 104, HUS 105
PSY 242 Human Growth & Development-16 wks. <i>*ONLINE*</i>	3	ENG 109
1st Year Spring Semester-2nd 8 Weeks		
MTH 146 College Algebra	4	Accuplacer score OR MTH 112
ENG 112 Fundamentals of Speech	3	
Total	16	
1st Year Summer		
NAS 100 Introduction to Ojibwe Culture	3	
Math or English if needed	3 or 4	
Total	3-7	
2nd Year Fall Semester- 1st 8 Weeks		
HUS 203 Conflict Resolution & Mediation	3	
HUS 210 Grant Writing & Program Evaluation	3	ENG 109
PSY 210 General Psychology-16 wks. <i>*ONLINE*</i>	3	ENG 109
2nd Year Fall Semester-2nd 8 Weeks		
NAS 222 Introduction to Tribal Government	3	ENG 108
HUS 202 Professional Field Experience II	2	HUS 102
Total	14	
2nd Year Winter		
HUS 201 Family Systems w/Cultural Influences <i>*ONLINE*</i>	3	ENG 109
Total	3	
2nd Year Spring Semester-1st 8 Weeks		
POL 110 Introduction to American Government	3	ENG 108
PSY 206 Abnormal Psychology- 16wks. <i>*ONLINE*</i>	3	
SCI 102 Animal Biology & Ecology w/Lab 16 wks.	4	ECE 101, ENG 109
2nd Year Spring Semester-2nd 8 Weeks		
HUS 240 Human Services Practicum	6	All HUS/minimum 2.5 GPA
Total	16	
TOTAL DEGREE CREDITS	69	

Associate of Arts - 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 Arts - Liberal Arts Curriculum

PROGRAM REQUIREMENTS	CR.	PREREQUISITE
Semester #1 - Fall		
EDC 110 Introduction to Higher Education	3	
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
NAS 100 Introduction to Ojibwe Culture	3	
SOC 111 Introduction to Sociology *ONLINE*	3	
Total	15	
Semester #2 - Spring		
Humanities Elective	6/7	
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
MTH 115 Algebra with Applications **OR** MTH 146 College Algebra	4	Accuplacer score OR MTH 112
Physical or Natural Science Elective	3	
Total	16/17	
Semester #3 - Fall		
ENG 112 Fundamentals of Speech	3	
Health Elective	3	
PSY 210 General Psychology *ONLINE*	3	ENG 109
Physical or Natural Science Elective w/Lab	4/5	
Social Science Elective	3	
Total	16/17	
Semester #4 - Spring		
15-16 (200 level) credits in the following areas: Art Culture Humanities Math Physical or Natural Sciences Social Science		
Total	15/16	
PROGRAM DEGREE TOTAL	62-65	

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:

- ◆ Articulate knowledge of sovereignty and the unique political status of Indigenous people in the United States
- ◆ Analyze, interpret, and evaluate historical and contemporary documents pertaining to Indigenous people
- ◆ Understand and express Ojibwe worldviews
- ◆ Communicate how students incorporate Ojibwe culture into daily lives

Associate of Arts - Native American Studies Curriculum

PROGRAM REQUIREMENTS	CR	PREREQUISITES
Semester #1 - Fall		
<i>Arts or Culture Elective</i>	3/4	
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
NAS 101 Ojibwemowin I	4	
Total	16/17	
Semester #2 - Spring		
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
<i>Humanities or Social Science Elective</i>	3	
MTH 115 Algebra with Applications	4	Accuplacer score OR MTH 112
NAS 100 Introduction to Ojibwe Culture	3	
NAS 102 Ojibwemowin II	4	NAS 101
Total	17	
Semester #3 - Fall		
ENG 112 Fundamentals of Speech	3	
NAS 110 Introduction to Native American History	3	
NAS 205 Ojibwe History	3	ENG 109
NAS 222 Introduction to Tribal Government	3	ENG 108
ENG 219 Native American Literature	3	ENG 109
Total	15	
Semester #4 - Spring		
NAS 212 Wisconsin Native History	3	ENG 109
NAS 213 U.S. Federal Indian Policy & Law	3	ENG 108
NAS 242 Native American Philosophy	3	ENG 109
<i>Physical or Natural Science Elective w/Lab</i>	4	
Total	13	
Degree Total	61-62	

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

This degree plan provides the same content, rigor, and course selections as the Native American Studies, Associate of Arts, with the exception of two additional semesters of tiered Ojibwe language instruction. The Native American Studies-Ojibwe Language emphasis 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.

A degree in Native American Studies with an emphasis in Ojibwe language also secures an opportunity to earn a certificate becoming authorized by the Lac Courte Oreilles Tribal Governing Board and the state of Wisconsin's Department of Public Instruction to teach the Ojibwe language and culture with licensure.

Program Outcomes

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

- ◆ Demonstrate proficiency using all modes of communication in Ojibwemowin
- ◆ Articulate knowledge of sovereignty and the unique political status of Indigenous people in the United States
- ◆ Analyze, interpret, and evaluate historical and contemporary documents pertaining to Indigenous people
- ◆ Understand and express Ojibwe worldviews
- ◆ Communicate how students incorporate Ojibwe culture into daily lives

Associate of Arts - Native American Studies Language Curriculum

PROGRAM REQUIREMENTS	CR	PREREQUISITES
Semester #1 - Fall		
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
NAS 100 Introduction to Ojibwe Culture	3	
NAS 101 Ojibwemowin I	4	
Total	16	
Semester #2 - Spring		
Arts or Culture Elective	3/4	
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
ENG 112 Fundamentals of Speech	3	
MTH 115 Algebra with Applications	4	Accuplacer score OR MTH 112
NAS 102 Ojibwemowin II	4	NAS 101
Total	17/18	
Semester #3 - Fall		
Humanities or Social Science Elective	3	
NAS 110 Introduction to Native American History	3	
NAS 201 Ojibwemowin III	4	NAS 102
NAS 222 Introduction to Tribal Government	3	ENG 108
Total	13	
Semester #4 - Spring		
NAS 202 Ojibwemowin IV	4	NAS 201
NAS 212 Wisconsin Native History	3	ENG 109
NAS 213 U.S. Federal Indian Policy & Law	3	ENG 108
NAS 230 Ojibwe Literature & Storytelling	3	ENG 109
Physical or Natural Science Elective w/Lab	4	
Total	17	
Degree Total	63-64	

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
- ◆ 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	PREREQUISITES
Semester #1 - Fall		
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
MTH 108 Math with Business Applications	3	Accuplacer score
NAS 100 Introduction to Ojibwe Culture	3	
Total	15	
Semester #2 - Spring		
BUS 110 College Accounting I <i>*ONLINE*</i>	3	MTH 108
CPS 206 Microsoft Excel <i>*ONLINE*</i>	2	Accuplacer score OR CPS 101
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
ENG 112 Fundamentals of Speech	3	
MTH 113 Basic Statistics <i>*ONLINE*</i>	4	Accuplacer score
Total	15	
Summer		
BUS 222 College Accounting II <i>*ONLINE*</i>	3	BUS 110
Total	3	
Semester #3 - Fall		
BUS 200 Computerized Accounting <i>*ONLINE*</i>	3	BUS 110
BUS 202 Managerial Accounting <i>*ONLINE*</i>	3	BUS 110
BUS 220 Microeconomics <i>*ONLINE*</i>	3	ENG 109
BUS 236 Income Tax Accounting <i>*ONLINE*</i>	3	BUS 222
BUS 237 Intermediate Accounting I <i>*ONLINE*</i>	4	BUS 222
Total	16	
Semester #4 - Spring		
BUS 221 Macroeconomics <i>*ONLINE*</i>	3	ENG 109
BUS 226 Government & Non-Profit Accounting <i>*ONLINE*</i>	3	BUS 222
BUS 238 Payroll Tax Accounting <i>*ONLINE*</i>	3	BUS 237
BUS 239 Intermediate Accounting II <i>*ONLINE*</i>	4	BUS 237
Physical or Natural Science Elective w/Lab	4	
Total	17	
Degree Total	66	

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 scientific inquiry.

Associate of Applied Science - Agriculture and Natural Resource Management Curriculum

PROGRAM REQUIREMENTS	CR	PREREQUISITES
Semester #1 - Fall		
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
SCI 101 General Cell Biology, Genetics, & Evolution w/Lab	4	
SCI 116 Introduction to Water Resources	3	
Total	16	
Semester #2 - Spring		
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
ENG 112 Fundamentals of Speech	3	
MTH 115 Algebra with Applications **OR** MTH 146 College Algebra	4	Accuplacer score OR MTH 112
NAS 100 Introduction to Ojibwe Culture	3	
SCI 102 General Animal Biology & Ecology w/Lab	4	
Total	17	
Summer		
SCI 293 Field Methods in Natural Resources	2	CPS 101, ENG 109; SCI 101, 102, OR 111
Total	2	
Semester #3 - Fall		
SCI 103 General Chemistry I w/Lab	5	Accuplacer score
SCI 110 Earth Science **OR** SCI 111 Environmental Science w/Lab	3 4	
SCI 165 Introduction to Geographic Information Systems (GIS) w/Lab	4	CPS 101 OR I. A.
SCI 214 Hydrology w/Lab	4	ENG 109, MTH 115, SCI 116
Total	16/17	
Semester #4 - Spring		
SCI 112 Introduction to Forestry **OR**	3	
SCI 169 Introduction to Horticulture **OR** SCI 218 Fisheries & Wildlife w/Lab	3 4	ENG 109
SCI 241 Spring Ethnobotany w/Lab	4	ENG 109
Humanities or Social Science Elective	3	
Total	13/14	
DEGREE TOTAL	64-66	

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	PREREQUISITES
Semester #1 - Fall		
<i>Arts or Culture Elective</i>	3/4	
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
NAS 100 Introduction to Ojibwe Culture	3	
Total	15/16	
Semester #2 - Spring		
BUS 125 Introduction to Personal Finance <i>*ONLINE*</i>	3	
BUS 240 Principles of Management	3	ENG 109
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
ENG 112 Fundamentals of Speech	3	
MTH 108 Math with Business Applications	3	Accuplacer score
Total	15	
Summer		
MTH 113 Basic Statistics <i>*ONLINE*</i>	4	Accuplacer score
Total	4	
Semester #3 - Fall		
BUS 110 College Accounting I <i>*ONLINE*</i>	3	MTH 108
BUS 220 Microeconomics <i>*ONLINE*</i>	3	ENG 109
BUS 228 Principles of Marketing	3	ENG 109
BUS 231 Business Law	3	ENG 109
BUS 261 Human Resource Management	3	BUS 240, ENG 109
Total	15	
Semester #4 - Spring		
BUS 200 Computerized Accounting <i>*ONLINE*</i>	3	BUS 110
BUS 221 Macroeconomics <i>*ONLINE*</i>	3	ENG 109
BUS 222 College Accounting II <i>*ONLINE*</i>	3	BUS 110
BUS 260 Business Communications	3	ENG 109 OR I. A.
BUS 265 Small Business Management	3	BUS 110, BUS 228, BUS 231, BUS 240, BUS 260, ENG 109
Total	15	
Degree Total	64-65	

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	PREREQUISITES
Semester #1 - Fall		
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
NAS 100 Introduction to Ojibwe Culture	3	
HTH 107 Wellness, Healthcare, & Nutrition *ONLINE*	3	
SCI 101 General Cell Biology, Genetics, & Evolution w/Lab	4	
Total	16	
Semester #2 - Spring		
Arts or Culture Elective	3/4	
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
ENG 112 Fundamentals of Speech	3	
MTH 146 College Algebra	4	Accuplacer score
MTH 113 Basic Statistics *ONLINE*	4	Accuplacer score
Total	17/18	
Summer		
HTH 130 Medical Terminology *ONLINE*	3	
HTH 116 Nursing Assistant	3	
Total	6	
Semester #3 - Fall		
PSY 210 General Psychology *ONLINE*	3	ENG 109
SCI 103 General Chemistry I w/Lab	5	Accuplacer score
SCI 230 Human Anatomy & Physiology I w/Lab	4	ENG 109, SCI 101 OR SCI 102
SOC 111 Introduction to Sociology *ONLINE*	3	
Total	15	
Semester #4 - Spring		
PSY 242 Human Growth & Development *ONLINE*	3	ENG 109
SCI 104 General Chemistry II w/Lab	5	SCI 103
SCI 231 Human Anatomy & Physiology II w/Lab	4	ENG 109, SCI 230
SCI 232 Microbiology w/Lab	4	ENG 109, SCI 101, SCI 230
Total	16	
DEGREE TOTAL	70-71	

Associate Degree of Science - Science

Student Profile

As a Science student, you should:

- ◆ Solve problems and adapt to changing situations
- ◆ Demonstrate an ability to work independently
- ◆ Possess good communication skills
- ◆ Have organizational skills with attention to detail
- ◆ Be interested in general science careers

Career Outlook

Graduates of the Science program are prepared to enter baccalaureate institutions as transfer student, or begin a career as a:

- ◆ Veterinary assistant
- ◆ Laboratory assistant or technician
- ◆ Biological technician
- ◆ Quality control technician
- ◆ Health aide
- ◆ Dietetic technician
- ◆ Medical Lab Technician**

**Certification testing and application offered by American Medical Technologies, see your advisor for the requirements

Program Overview

This program is designed to prepare individuals for entry-level careers in general science fields. Specifically, the program will provide training for biomedical, quality assurance, biological technician, or lab assistant jobs. It is designed for students wishing to pursue four-year degrees in biotechnology, biomedical sciences, allied health professions, biology, chemistry, food science and quality, pre- medicine or pre-veterinary. Students in this program will be involved in a self-directed research project with opportunities available at LCOOCC and other schools or agencies.

Program Outcomes

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

- ◆ Apply the scientific inquiry.
- ◆ Apply natural/physical science concepts.

Associate of Science - Science

PREREQUISITES	CR	PROGRAM REQUIREMENTS
Semester #1 - Fall		
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
MTH 113 Basic Statistics <i>*ONLINE*</i>	4	Accuplacer score
NAS 100 Introduction to Ojibwe Culture	3	
SCI 101 General Cell Biology, Genetics, & Evolution w/Lab	4	
Total	17	
Semester #2 - Spring		
<i>Arts or Culture Elective</i>	3/4	
CPS 101 Computer Applications	3	Accuplacer score OR ALP 107
ENG 109 Advanced College Writing, Research, & Critical Reading	3	ENG 108
SCI 102 General Animal Biology & Ecology w/Lab	4	
SCI 161 Introduction to Plant Science	3	
Total	16/17	
Summer		
SCI 293 Field Methods in Natural Resources	2	CPS 101, ENG 109; SCI 101, 102, OR 111
Total	2	
Semester #3 - Fall		
ENG 112 Fundamentals of Speech	3	
MTH 146 College Algebra	4	Accuplacer score OR MTH 112
SCI 103 General Chemistry I w/Lab	5	Accuplacer score
SCI 230 Human Anatomy & Physiology I w/Lab	4	ENG 109, SCI 101 OR SCI 102
Total	16	
Semester #4 - Spring		
<i>Humanities or Social Science Elective</i>	3	
SCI 104 General Chemistry II w/Lab	5	SCI 103
SCI 231 Human Anatomy & Physiology II w/Lab	4	ENG 109, SCI 230
SCI 232 Microbiology w/Lab	4	ENG 109, SCI 101, SCI 230
SCI 298 Self-Directed Studies	2	ENG 109, Consent of Academic Dean AND Instructor
Total	18	
DEGREE TOTAL	69-70	

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.

A certificate in Ojibwe language secures an opportunity to earn a certificate becoming authorized by the Lac Courte Oreilles Tribal Governing Board (LCOTGB) and the state of Wisconsin's Department of Public Instruction (WI DPI) to teach the Ojibwe language and culture with licensure.

Program Outcomes

- ◆ *Students who complete the Certificate in Ojibwe Language should be able to:*
- ◆ Use Ojibwemowin
- ◆ 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.	PREREQUISITES
NAS 101 Ojibwemowin I	4	
NAS 102 Ojibwemowin II	4	NAS 101
NAS 201 Ojibwemowin III	4	NAS 102
NAS 202 Ojibwemowin IV	4	NAS 201
CERTIFICATE 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. Careers include:

- ◆ 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
Fall Semester-1st 8 Weeks		
HUS 101 Introduction to Human Services	3	
SAC 103 Interviewing Skills & Record Keeping	3	
Fall Semester-2nd 8 Weeks		
HUS 104 Introduction to Human Services Skills & Practice	3	HUS 101
SAC 102 Clients Rights & Ethics <i>*ONLINE*</i>	3	
SAC 104 AODA Rehabilitation	3	
Total	15	
Spring Semester-1st 8 Weeks		
SAC 110 Introduction to Counseling	3	
SAC 201 Co-occurring Disorders	3	SAC 104
SAC 203 Psychopharmacology-16 wks. <i>*ONLINE*</i>	3	SAC 202
Spring Semester-2nd 8 Weeks		
HUS 105 Group Dynamics	3	HUS 104
SAC 202 Substance abuse and the Family	3	SAC 104
Total	15	
CERTIFICATE TOTAL	30	

Additional Requirements for Licensure	AODA Rehab:
	15 case management, 15 professional responsibility, 15 counseling, 15 education
SAC Requirements	Psychopharmacology: 15 assessment, 30 education
360 hours of specialized Education	Mental Health & Substance Abuse: 25 case management, 15 assessment, 5 professional responsibility
60 hours assessment	Family & Chemical Abuse: 15 case management, 15 case management, 5 professional responsibility
60 hours education	Interviewing Principles & Record Keeping: 30 assessment, 10 professional responsibility, 20 case management
60 hours counseling	Intro to Counseling: 10 professional responsibility, 15 case management, 35 counseling
60 professional responsibilities	Group & Dynamics Counseling: 10 professional responsibility, 35 counseling, 5 assessment, 10 education
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 - Culinary Arts

Student Profile

As a Culinary Art student you should:

- ◆ An interest in food preparation
- ◆ Ability to adhere to stringent guidelines in food safety
- ◆ Commitment to quality customer service

Career Outlook

Graduates of the Culinary Art Certificate will:

- ◆ Have advanced/expanded-art proficiency

Program Overview

The Culinary Arts Certificate curriculum is designed to provide students with the basic skills and knowledge they need for entry level work in the field. The program combines the classical elements of an apprenticeship-based education with a contemporary classroom style education. The primary focus of the program is on culinary skills development with an indigenous foods and traditions overview. Students gain valuable industry experience by working in a variety of food service operations including fast casual, quick serve, banquets and fine dining.

Program Outcomes

Students who complete the Certificate in Culinary Arts should be able to:

- ◆ Apply the basic principles of sanitation and safety and be able to apply them in the food service operations.
- ◆ Reinforce personal hygiene habits and food handling practices that protect the health of the consumer.
- ◆ Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
- ◆ Apply skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
- ◆ Operate equipment safely and correctly.
- ◆ Apply laws and regulations relating to safety and sanitation in the kitchen.
- ◆ Apply indigenous knowledge of, stewardship, sustainability and cultural approaches to foods and eating.

One-year Certificate - Culinary Arts Curriculum

PROGRAM REQUIREMENTS	CR	PREREQUISITES
Semester #1 - Fall		
EDC 110 Introduction to Higher Education	3	
NAS 100 Introduction to Ojibwe Culture	3	
BUS 109 Introduction to the Hospitality Industry	3	
CUL 101 Food Handling, Food Safety Sanitation	3	
SOC 114 Sociology of Food , Culture & Society	3	
Total	15	
Semester #2 - Spring		
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score or ALP 108
MTH 108 Math w/ Business Applications	3	Accuplacer score
CUL 102 Online Introduction to Cooking Methods	1	
CUL 103 Pantry Fundamentals	2	
CUL 104 Protein Selections & Utilizations	2	
CUL 105 Culinary Fundamentals	2	
CUL 106 Culinary Internship	2	
Total	15	
CERTIFICATE TOTAL	30	

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	PREREQUISITES
Semester #1 - Fall		
ART 101 Basic Drawing	3	
ART 102 Basic Design & Color Theory	3	
ART 114 Beading I	3	
ART 116 Finger Weaving	3	
ART 107 Traditional Techniques	3	ART 114 OR I. A.
Total	15	
Semester #2 - Spring		
ART 103 Introduction to Painting	3	
ART 117 Introduction to Native American Art History	3	
ART 115 Beading II	3	
ART 118 Yarn Bag Weaving	3	
ART 121 Art Certificate Capstone	3	
Total	15	
CERTIFICATE TOTAL	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	PREREQUISITES
Semester #1 - Fall		
BUS 160 Professional Career Development	3	
CPS 106 Microsoft Outlook <i>*ONLINE*</i>	1	Accuplacer score OR CPS 101
CPS 107 Microsoft Word <i>*ONLINE*</i>	3	Accuplacer score OR CPS 101
CPS 108 Microsoft PowerPoint <i>*ONLINE*</i>	2	Accuplacer score OR CPS 101
EDC 110 Introduction to Higher Education	3	
MTH 108 Math with Business Applications	3	Accuplacer score
Total	15	
Semester #2 - Spring		
BUS 108 Introduction to Financial Accounting	3	
BUS 260 Business Communications	3	ENG 109 OR I. A.
CPS 109 Introduction to Desktop Publishing	2	Accuplacer score OR CPS 101
CPS 206 Microsoft Excel <i>*ONLINE*</i>	2	Accuplacer score OR CPS 101
CPS 207 Microsoft Access <i>*ONLINE*</i>	2	Accuplacer score OR CPS 101
CPS 208 Computer & Business Technologies <i>*ONLINE*</i>	3	Accuplacer score OR CPS 101
Total	15	
CERTIFICATE TOTAL	30	

One-year Certificate - Native American Tribal Management

Student Profile

As a Tribal management student you should:

- ◆ 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

After completing the Native American Tribal certificate, students should be able to:

- ◆ 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	PREREQUISITES
Semester #1 - Fall		
BUS 127 Fundamentals of Tribal Management	3	
EDC 110 Introduction to Higher Education	3	
ENG 108 College Writing, Research, & Critical Reading	3	Accuplacer score OR ALP 108
MTH 108 Math with Business Applications	3	Accuplacer score
NAS 222 Introduction to Tribal Government	3	ENG 108
Total	15	
Semester #2 - Spring		
BUS 108 Introduction to Financial Accounting	3	
BUS 128 Native American Governance & Administration	3	
BUS 213 Tribal Supervisory Management	3	BUS 127, BUS 128
BUS 215 Tribal Management Capstone Project	3	Completion of all certificate courses OR I. A.
NAS 213 U.S. Federal Indian Policy & Law	3	ENG 108
Total	15	
CERTIFICATE TOTAL	30	

Specialized Certificate - Nursing Assistant

Student Outlook

As a Nursing Assistant 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

Students who may lead to areas such as:

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

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

- ◆ Registered Nurse

Program Overview

The Nursing Assistant program provides classroom, laboratory instruction, and supervised practice in area nursing homes. Upon completion of the program, students will meet state and federal Department of Health and Family Services requirements for the Wisconsin Nurse Aide Directory. The course will address skills necessary to give physical and emotional care to patients, communicate effectively, carry out skilled procedures and treatment, transport patients, take and record vital statistics, promote patients' rights, and provide nursing care to patients.

Program Outcomes

Nursing Assistant graduates will be able to:

- Communicate and interact effectively with clients, family, and co-workers
- Maintain and protect client rights
- Report information and record observations
- Demonstrate the ethical and legal responsibilities of the NA
- Provide safe care to a diverse population, meeting personal, physical and psychosocial client needs
- Assist with client rehabilitation and restorative care, promoting independence
- Work cooperatively in a team environment
- Eligible to take the WI NA Competency evaluation

Specialized Certificate - Nursing Assistant

PROGRAM REQUIREMENTS	CR	PREREQUISITES
HTH 116 Nursing Assistant	3	None
<p>Nursing Assistant Course Requirements :</p> <p>CPR for Health Care Providers Concurrent Wisconsin Caregiver Background Check Immunizations including: TB, MMR, Varicella, Hepatitis B, Tetanus, Flu vaccine within last 12 months Age requirement 17 years or older</p>		
TOTAL CERTIFICATE TOTAL	3	

Specialized Certificate - Personal Care Worker

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

Graduates with a certificate in personal care worker may be led to areas such as:

- ◆ 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

PROGRAM REQUIREMENTS	CR	PREREQUISITES
HTH 125 Personal Care Worker	2	None
<p>PCW Course Requirements :</p> <p>CPR for Health Care Providers Concurrent Wisconsin Caregiver Background Check Immunizations including: TB, MMR, Varicella, Hepatitis B, Tetanus, Flu vaccine within last 12 months Age requirement 16 years or older</p>		
TOTAL CERTIFICATE TOTAL	2	

Course Delivery Methods

Hybrid: A portion 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.

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.

All courses at LCOOCC are web-enhanced and requires you to use a computer and the Internet to access course content and materials from LCOOCC's online learning software - Moodle.

Course Descriptions

<p>ALP 101 General Mathematics 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 count as degree credit. Placement criterion: Accuplacer score</p>	<p>4 CR</p>	<p>ART 107 Native Art-Traditional Techniques 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.</p>	<p>3 CR</p>
<p>ALP 104 Adult Basic Education This course offers an open laboratory for GED/HSED test preparation: skills assessment, tutoring in reading, science, social studies, math and writing, and career counseling.</p>	<p>0 CR</p>	<p>This course satisfies the General Education requirement for three credits of an Aesthetic Experience elective.</p>	
<p>ALP 107 General Computing This class allows the beginning student to gain experience using Microsoft Word as well as become familiar with searching the Internet, sending e-mails and practicing file management. This is a preparatory course and does not count as degree credit.</p>	<p>2 CR</p>	<p>ART 114 Beading I This introductory course explores traditional and contemporary methods of beading. Students learn about materials, traditional Ojibwe patterns, and basic beading techniques.</p>	<p>3 CR</p>
<p>ALP 108 Basic English This course is a review of basic grammar and writing skills. The composing process of sentences and paragraphs, essays in standard American written English is emphasized. This is a preparatory course and does not count as degree credit. Placement criterion: Accuplacer score</p>	<p>3 CR</p>	<p>ART 115 Beading II A continuation of ART 114, this course teaches students more advanced beading skills such as peyote stitch, daisy chain, and applique. Prerequisite: ART 114 or instructor approval</p>	<p>3 CR</p>
<p>ART 101 Basic Drawing Students learn the basic drawing techniques of line, composition, value, space, and perspective. Students use a variety of media to learn to draw from direct observation. Group critiques take place, so students can provide constructive criticism about each other's drawings.</p>	<p>3 CR</p>	<p>ART 116 Finger Weaving This course introduces one aspect of the three-dimensional Native art of weaving in the Great Lakes region: finger weaving or the weaving of yarn bands or sashes. This course focuses on weaving sashes for use as a belt, a headband, an armband, a leg band, or a shoulder strap. It explores traditional and contemporary expressions of the historical and cultural factors as reflected in the weaving of sashes. Traditional applications using the four basic designs in the making of a woodland sash are explained and demonstrated: the diagonal, the chevron, the lightning, and the arrowhead.</p>	<p>3 CR</p>
<p>ART 102 Basic Design & Color Theory This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual theories and exercises that guide the student through the design elements of line, space, texture and color. Students complete a series of projects that relate to advertising layout and design and visual merchandising.</p>	<p>3 CR</p>	<p>ART 117 Introduction to Native American Art History This course presents a geographic overview of the visual arts of First Nation Americans in their historical and contemporary contexts. The class will focus on art making practices from select North American across the continent with a focus on Woodlands Art as well as Modern and Contemporary expressions including architecture, pottery, sculpture, textiles, painting, and performance. It will also address the effects of new economies, marketplaces, materials, technologies, and Euro American patronage on Native American art. The course will include still images and documentary film.</p>	<p>3 CR</p>
<p>ART 103 Introduction to Painting This course is designed for students with little or no painting experience. Students learn how to use acrylic paint in a variety of techniques. Specific exercises teach students the fundamentals of observation, composition, color, tone, and texture. Group critiques take place, so students can provide constructive criticism about each other's paintings.</p>	<p>3 CR</p>	<p>ART 118 Yarn Bag Weaving This course introduces the three-dimensional Native art of weaving in the Great Lakes region, with a focus on yarn bags. This course explores traditional and contemporary</p>	<p>3CR</p>

expressions of the historical and cultural factors as reflected in the weaving of yarn bags. The course begins with setting up the two-stick loom. The weft and warp of traditional weavings with larger looms are compared to the two-stick method. The techniques of making an Ojibwe woven yarn bag, often called a twined bag, are explored as well as the more contemporary construction of yarn bags with synthetic fibers.

ART 122 Art Capstone 3 CR

The Art Certificate Capstone is an opportunity for art students to demonstrate proficiency in their chosen area of concentration. Each student will complete a body of work in their chosen area, culminating in a Woodlands Art Show on campus, where they will showcase their most successful pieces. Each student will also complete a research paper and deliver their findings to a faculty panel and student audience campus. Students may also be involved in the planning and setup of a juried art show through the LCO Woodlands Artist group.

BUS 108 Introduction to Financial Accounting 3 CR

This course is an introduction to financial accounting. The course gives students the necessary background to understand the concepts and measurements that underlie financial statements, develop the skills needed to analyze financial statements effectively, and gain an understanding of the choices companies make in reporting the results of their business activities. Students examine how financial statements such as the income statements, the balance sheet, and the statement of cash flows are interrelated.

BUS 109 Introduction to Hospitality 3CR

This class is designed to introduce students to the field of hospitality and tourism, its growth and development, industry segments and their distinguishing characteristics, and trends and concerns. Students will explore career opportunities, and the employability skills needed to succeed in specific and hospitality fields.

BUS 110 College Accounting I 3 CR

Students study the accounting cycle for a service business and a merchandising business. The study encompasses the complete accounting cycle including worksheets, adjusting entries, financial statements, closing entries, and reversing entries. Prerequisite: MTH 108

BUS 125 Introduction to Personal Finance 3 CR

This course introduces personal financial decision-making concepts including: financial and career planning, spending, saving, borrowing, insurance, consumer product purchases, and investment and retirement decisions.

BUS 127 Fundamentals of Tribal Management 3 CR

This course covers leadership, motivation, organizational dynamics, personnel, and budgeting within a Native

American community and sovereign government context. Studies include 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 their 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.

BUS 160 Professional Career Development 3 CR

This course is designed to help students recognize the important role personal qualities play in the work environment to develop the successful 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.

BUS 200 Computerized Accounting 3 CR

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Students use a computer accounting package to solve accounting problems. Prerequisite: BUS 110

BUS 202 Managerial Accounting 3 CR

Students learn the fundamentals of managerial accounting. The study includes product and job costing, activity-based costing, cost-volume-profit analysis, variable costing, product planning decisions, capital investment decisions, budgeting, and variance analysis. Prerequisite: BUS 110

BUS 213 Tribal Supervisory Management 3 CR

This course develops an understanding of management theories and practical techniques for first-time supervisors. This course focuses on personal, inter-personal, technical, and administrative skills required of successful supervisors. Studies focus on general supervision issues in a Native American tribal environment. Prerequisites: BUS 127, BUS 128

- 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 in the process of solving a real-world problem, 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. Prerequisite: Successful completion of all certificate courses or instructor approval
- BUS 220 Microeconomics** 3 CR
Students learn the fundamentals of economics. The course includes supply and demand, business processes, competition and market power, and the role of government in the US economy. Students look at financial markets, technological change, the labor market, and the distribution of income within the US. Students analyze economic systems. Prerequisite: ENG 109
- BUS 221 Macroeconomics** 3 CR
In this course, students study current economic theories related to unemployment and inflation. Gross Domestic Product (GDP) is covered along with other measures of economic growth. Other areas of study include macroeconomic equilibrium, governmental fiscal policies, the function of money, the creation of money, and the collapse of the US banking system. Prerequisite: ENG 109
- BUS 222 College Accounting II** 3 CR
This course is a continuation of the terms, concepts, and procedures of Accounting I. Students learn the proper accounting for promissory notes, accounts receivable, long-term assets, partnerships, corporations, and commonly used methods to analyze financial statements. Prerequisite: BUS 110
- BUS 226 Government & Non-Profit Accounting** 3 CR
This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is on various budgetary accounting procedures and fund accounting. Students demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. Prerequisite: BUS 222
- BUS 228 Principles of Marketing** 3 CR
This is 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 and product, price, promotion, and distribution of a product or service is provided. The students receive a basic understanding of target markets, new product development, product life cycles, packaging and branding, and promotional techniques. Prerequisite: ENG 109
- 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 are introduced. Prerequisite: ENG 109
- BUS 236 Income Tax Accounting** 3 CR
This course includes studies in: 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. Students study tax regulations applicable to partnerships, corporations, estates, gifts, and trusts. Prerequisite: 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 analyses of financial statements. Students demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. Prerequisite: 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. Students analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. Prerequisite: BUS 237
- BUS 239 Intermediate Accounting II** 4 CR
This course is a continuation of BUS 237. Emphasis is on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Students 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 237

<p>BUS 240 Principles of Management This course provides an understanding of functions of management to include planning, organizing, influencing, and controlling. The student learns 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. Prerequisite: ENG 109</p>	<p>3 CR</p>	<p>This course develops or improves Microsoft Word skills to make the most of this industry standard application. It includes the newest features of Word, document creation, editing and saving, formatting text and paragraphs, working with tables, columns, and other formatting features, graphics, WordArt, charts and text flow, and document templates. Advanced features include mail merge, macros, document versioning, and proofing tools. Placement Criterion: Accuplacer score or completion of CPS 101</p>
<p>BUS 260 Business Communications 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 communication skills which includes an effective cover letter and resume. Students learn principles of business communications and apply these skills for interacting in small group settings. Course study includes topics such as conflict resolution, office politics, and giving and receiving criticism. Prerequisite: ENG 109 or I. A.</p>	<p>3 CR</p>	<p>CPS 108 Microsoft PowerPoint Microsoft PowerPoint allows the creation of slide presentations that can easily be shared on the web. This course includes new features, creating presentations, formatting and organizing, and working with graphics, tables, and charts. This course also includes adding multimedia and SmartArt presentations, and integrating with Microsoft Office file. Placement Criterion: Accuplacer score or completion of CPS 101</p>
<p>BUS 261 Human Resource Management This course exposes students to the main duties and functions of the human resources aspect of a company. Effective programs and procedures are studied in the following areas: harassment, equal opportunities, discrimination, hiring, interviewing, job descriptions, disciplinary actions, job analysis, safety, and evaluations. Prerequisites: BUS 240, ENG 109</p>	<p>3 CR</p>	<p>CPS 109 Introduction to Desktop Publishing Desktop publishing combines the personal computer and graphic design software to create printed documents. This course focuses on using desktop publishing software to communicate messages in printed form. The goal of this course is to produce professional printed materials. Students learn how to design and publish products such as newsletters, posters, logos, packaging, signs, books, flyers, and annual reports. The software taught is Adobe InDesign, Adobe Illustrator, and Adobe Photoshop. Placement Criterion: Accuplacer score or completion of CPS 101</p>
<p>BUS 265 Small Business Management This course is a study of the fundamental concepts in operating and managing a small business: entrepreneurs, franchise, strategic planning, business planning, pricing and profit, production management, inventory control JIT, and human resource functions. This course examines the attitudes and behaviors common to successful entrepreneurs with an emphasis on Native American Entrepreneurs. Prerequisites: BUS 110, BUS 228, BUS 231, BUS 240, BUS 260, ENG 109</p>	<p>3 CR</p>	<p>CPS 206 Microsoft Excel Microsoft Excel is the most commonly used spreadsheet application. Student learn to monitor financial performance, such as business profit or loss, calculate payments on large purchases, plan a budget, and stay organized with checklists. Placement Criterion: Accuplacer score or completion of CPS 101</p>
<p>CPS 101 Computer Applications 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. Placement Criterion: Accuplacer score or completion of ALP 107</p>	<p>3 CR</p>	<p>CPS 207 Microsoft Access This course includes creating and designing, working with tables, relationships, keys and constraints, query data, managing and designing interfaces with forms, creating basic to advanced reports, and automating tasks with macros and VBA programming. Placement Criterion: Accuplacer score or completion of CPS 101</p>
<p>CPS 106 Microsoft Outlook Microsoft Outlook is a utility program designed for those interested in learning how to manage different categories of data in an educational environment. Outlook enables you to control and schedule tasks, dates, e-mails, and contacts. Placement Criterion: Accuplacer score or completion of CPS 101</p>	<p>1 CR</p>	<p>CPS 208 Computer & Business Technologies This course is designed to introduce students to the use of software applications in business. This instruction provides them with a solid foundation on which to build a strong and useful knowledge of information technology. Placement Criterion: Accuplacer score or completion of CPS 101</p>
<p>CPS 107 Microsoft Word</p>	<p>3 CR</p>	<p>CPS 101</p>

CUL 101 Food Safety, Sanitation, ServSafe Certifications**3 CR**

To develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations. To reinforce personal hygiene habits and food handling “best practices” that protects the health of the consumer. The culmination of the course is the nationally recognized ServSafe Food Handlers Certification Certificate post successful completion of exam.

CUL 102 Online Class for the Following: Intro to Cooking Methods**3 CR**

Students will participate in an online discussion forum to discuss text material and video demonstrations that introduce the hands-on practice for CUL 103, 104 & 105. Tests and homework will also be online.

CUL 103 Pantry Fundamentals - Soups, Salads, Appetizers and Small Plates**3 CR**

The Pantry is the location in the kitchen where foods are kept and typically prepared cold. There are a lot of foods that can be and are prepared this way. They include smoked and cured meats, vegetables, fruits, salads, cheeses, pickled foods, condiments, sauces, soups and sometimes desserts. If you end up catering for a large event, there's a good chance this station will end up being in charge of making a large quantity of sandwiches and other cold platters. This program will also include basic product identification information, recipe structure, plus an introduction to common and indigenous cooking methods.

CUL 104 Protein Selection and Utilization**3 CR**

This course provides the students with a hands-on introduction to the fundamentals of butchery, fish and seafood identification and fabrication to include wild game, with an emphasis on regional and local farmers. Sustainability practices will be explored in depth in this module.

CUL 105 Culinary Fundamentals**3 CR**

This course is designed to give the student fundamental knowledge, skill, and understanding of the many different methods for cooking proteins, stocks, sauces, soups, pasta and grains, meat, poultry, fish, and shellfish.

CUL 106 Summer Internship**3 CR**

Using the skills and information taught in the previous classes, students will have the opportunity to showcase their newly learned culinary skills in real world situations. Designed to broaden their education base, paired with mentors dedicated to their success, this internship opportunity makes the transition from student to sought after culinary professional seamless. The culinary intern is an integral part of the kitchen team and will gain hands-on experience in menu development, recipe formulation,

facilities management, and the day-to-day operations of an active kitchen. The intern's time is split between hands-on kitchen work, procurement of product, and culinary-related administrative tasks. They assist the kitchen team by prepping ingredients, maintaining the kitchen space, equipment and supplies.

ECE 101 Introduction to Early Childhood**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 child from birth to age eight. Considerations for diversity of culture, language, race, socioeconomic status, gender, ethnicity, and ability are included.

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 helps students plan classroom programs based on the developmental needs of children. Prerequisite: ECE 101

ECE 104 Professional Field Practice I**2 CR**

Emphasis in this course is on developing mentally appropriate practices, environments, instructional strategies, methodologies, and materials for early childhood educators. Teacher candidates build the competencies necessary to meet Head Start standards and National Association for the Education of Young Children (NAEYC) guidelines for appropriate practices. Appropriate field observations and experiences are an integral part of this course. Prerequisites: ECE 101, ECE 103

ECE 105 Ojibwe Language in Early Childhood Classroom**3 CR**

This course is designed to enhance Ojibwe language skills of teacher candidates for teaching content areas in Ojibwe language. Teacher candidates develop, adapt, and revise content for immersion classrooms. This course focuses on the development of literacy skills among students for whom Ojibwe is a second language. Assessment of early literacy development as well as the roles of families, centers, schools, and communities are included. Prerequisite: ECE 101

ECE 203 Health, Nutrition, & Safety in the Early Childhood Classroom**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 is placed on childhood acute and chronic illness, social, emotional, and mental health, health routines,

health appraisals, safety, hygiene, and first aid. Students 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 concerning health and safety is also discussed. Prerequisites: ECE 104, ENG 109

ECE 223 Children's Literacy & Literature in the Early Childhood Classroom 3 CR

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

ECE 224 Science & 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 engage in hands-on activities that they can replicate with young students and 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. Prerequisites: ECE 104, ENG 109

ECE 225 Professional Field Practice II 2 CR

Emphasis in this course is on developmentally appropriate practices, environments, instructional strategies, methodologies, and materials for early childhood educators. Teacher candidates build the competencies necessary to meet Head Start standards and the National Association for the Education of Young Children (NAEYC) guidelines for appropriate practices. Appropriate field observations and experiences are an integral part of this course and are the focus during the course content. Prerequisites: ECE 104, ENG 109

ECE 260 Child Guidance & 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 functional assessment and related prevention for normal to challenging behaviors.

The course includes a broad understanding of the cultural, moral, social, and familial contexts that children and their teachers bring to the relationship. Prerequisites: ECE 101, PSY 242

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. Prerequisites: ECE 101, ENG 109

ECE 291 Early Childhood Field Practicum 6 CR

This course offers 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. If possible, students will be placed in an Ojibwe/tribal program setting. Prerequisites: 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. Students should take this course during their 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.

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. Prerequisite: ENG 108

ENG 108 College Writing, Research & Critical Reading 3CR

This course is a composition course focusing on academic writing and research, the writing process, and critical reading. Emphasis is on essays that incorporate readings. Placement Criterion: Accuplacer score or completion of ALP 108

ENG 109 Advanced College Writing, Research & Critical Reading 3 CR

This course is a composition course focusing on research that presents information, ideas, and arguments. Emphasis is on the writing process, critical thinking, and critical reading. Prerequisite: 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. Other levels of communication are studied.

ENG 219 Native American Literature 3 CR

This course is an introduction to selected literary works by Native American authors. Students read contemporary and traditional oral literatures, including novels, songs and teaching-stories, Native autobiographies, poetry, essays, and short stories. We 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 gain a greater insight into the worldview of Native people.

Prerequisite: ENG 109

HTH 107 Wellness, Healthcare, & Nutrition 3 CR

This course explores the basic concepts of nutrition science. Human metabolism, nutrition guidelines, and health maintenance techniques using a traditional approach, as well as a framework of non-traditional life-style principles to complement our search for a healthier life are discussed. Personal journal keeping incorporates nutritional choices and physical activity. This course emphasizes three components: Wellness, Healthcare, and Nutrition. The first component is an examination of the mind, body, and spirit relationship. Class discussions and journal writings focus on the Wellness-Illness Continuum and the leading health indicators as outlined by Healthy People 2010 Objectives. Indigenous perspectives of holistic and environmental health are included. The second component examines health care system structure, history, and choices for informed decision making within the system. Health inequalities, the role of nurses, and access to health care are discussed at length. An emphasis is placed on the roles of tribal communities, policies related to the uninsured & underinsured, and the role of the Indian Health Service. The third component examines nutrition in relation to the five dimensions of personal wellness.

HTH 109 First Aid & CPR 2 CR

Individuals are educated in the proper procedures used in an emergency situation. Identifying patients, assessing care needed, providing care, moving and transfer techniques are discussed. Students are required to demonstrate competencies in these skills. Healthcare Providers CPR and Heartsavers First Aid are taught. Students are awarded an American Heart Association Healthcare Providers CPR and an American Heart Association Heartsavers First Aid Card upon completion.

HTH 110 Certified Nursing Assistant 6 CR

This course will prepare the student for entry-level employment as a nursing assistant in a health care facility or a client's home. The student will be able to perform

specific nursing assistant care under the direct supervision of a licensed Registered Nurse. This course is designed to meet the requirements of the State of Wisconsin Certified Nursing Assistance board and will allow student's the ability to take the Certified Nursing Assistance licensure exam.

HTH 116 Nursing Assistant 3 CR

This course prepares students for entry-level employment as a nursing assistant in a health care facility or a client's home. Students are able to perform specific nursing assistant care under the direct supervision of a licensed registered nurse. This course is designed to meet the requirements of the State of Wisconsin Certified Nursing Assistance board and allows students the ability to take the Certified Nursing Assistance licensure exam.

HTH 125 Personal Care Worker 2 CR

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. This is a 40- hour course that combines guided online instruction with laboratory practice time, a final written exam, and skills competency testing assessed under the guidance of a registered nurse.

HTH 130 Medical Terminology 3 CR

This basic medical terminology course provides the framework for understanding medical language and terminology used by health care professionals. Students analyze individual medical language such as prefixes, suffixes, and root words. Students learn the basic components of medical terminology as it relates to each body system plus medical terms relating to structure and function of the body as well as diseases and disorders of the body.

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. It introduces students to health care providers and services. Prerequisite: ENG 108

HTH 232 Wellness: Food for Fitness 1 CR

This course examines nutrition in relation to the five dimensions of personal wellness. Consideration is to be given to cultural beliefs as they influence peoples' personal food choices. The role of environmental factors in determining food quality and safety is explored.

Prerequisite: ENG 108

HTH 233 Body, Mind, & Spiritual Wellness 1 CR

This course emphasizes an integrated approach to

personal wellness, including the body-mind-spirit relationship. Consideration is given to culture, gender, and socioeconomic perspectives and how treatment modalities and health procedures are applied to personal wellness. Prerequisite: ENG 108

HTH 249 Contemporary Healthcare Issues 3 CR

This course prepares students for working in a variety of health care areas. Emphasis is on health care law and ethics. Complex legal, moral, and ethical issues will be addressed and resolved through discussion. A working knowledge of laws and ethical issues relevant to the student's choice of career are presented by providing an overview of the laws and ethics relevant to medical careers. Students relate the cultural component of the course to current community health concerns. Prerequisite: ENG 109

HUS 101 Introduction to Human Services 3 CR

This course provides a broad overview of the human service discipline. Practice skills and intervention strategies are introduced, and a more in-depth exploration of intervention strategies are discussed. Coursework addresses tribal human service systems and the Indian Child Welfare Law. Students gain a deeper understanding of the mission, values and goals embraced by the human service profession.

HUS 102 Professional Field Experience I 2 CR

Students are required to fulfill a total of 250 clinical hours. This course prepares the student for fieldwork in later coursework. HUS 202 and HUS 240. Instruction and practice in skills will occur in the face-to-face seminar. Discussion of theory and practice is conducted during the online classroom experience. Prerequisites: HUS 101, HUS 104

HUS 104 Introduction to Human Service Skills and Practice 3 CR

This course introduces the methodology used in the human services profession with emphasis on interpersonal communication, interviewing, and development of basic helping skills. Practice focuses on historical, intergenerational trauma, and trauma informed care. The use of attachment theory, trauma informed care, and reflective supervision in native communities is the focus of the skills practice. Prerequisite: HUS 101

HUS 105 Group Dynamics 3 CR

This course introduces personal and group dynamics. During this course, students explore perception, communication, and collaboration. Students address individual motivation and team processes such as development, leadership roles, norms, decision-making processes, and conflict resolution. Prerequisites: HUS 101, HUS 104

HUS 201 Family Systems with Cultural Influences 3 CR

This course is an introduction to the study of family systems theory, dynamics, and family counseling, with an emphasis on tribal culture. Students develop an understanding of family systems as they relate to the human services field. Students increase awareness of the development of family dynamics within their own family system and across the changing sociological and cultural spectrum. Prerequisite: ENG 109

HUS 202 Professional Field Experience II 2 CR

This course provides 80 hours of clinical internship along with Saturday seminars and online classroom discussion. Students are provided with advanced training to improve their skills. Prerequisite: HUS 102

HUS 203 Conflict Resolution & Mediation 3 CR

This course is designed to give students a thorough perspective of the conflict resolution field and its application to their individual field of work. This course provides tools for understanding the nature of conflict and of the individual and joint decision making processes. Students devise individual and group strategies that minimize the consequences of conflict and identify solutions.

HUS 210 Grant Writing & Program Evaluation 3 CR

This course is designed to familiarize the student with fundraising strategies, cycles, and ethics. The course includes information about writing a grant proposal and the process of grant acceptance. Students develop a fundraising activity and prepare a community grant proposal. Prerequisite: ENG 109

HUS 240 Human Services Practicum 6 CR

This course is designed to provide structured field experience to facilitate integration of human service knowledge and theory with practical fieldwork application for a minimum of 160 hours. Students examine and integrate personal and professional values and understand their professional roles. If possible, students are placed in an Ojibwe/tribal agency. Prerequisites: Successful completion of all HUS courses with a minimum 2.5 GPA and instructor approval

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. Students apply operations involving fractions, decimals, and percent to business applications. Placement Criterion: Accuplacer score

- MTH 112 Intermediate Math** 4 CR
Topics covered include real numbers, linear equations, graphing linear equations and inequalities, systems of equations, polynomials, rational expressions and equations, and quadratic equations and operations with radicals. Placement Criterion: Accuplacer score
- 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 science disciplines. Topics include measure of central tendency, probability and probability distributions, sampling and sampling distribution, hypothesis testing, statistical testing including 1 & 2 sided t-tests, Analysis of variance (ANOVA), standard normal distribution, Central Limit Theorem, and linear regression and best fit lines. Placement Criterion: Accuplacer score
- 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, social sciences, and Native American topics and issues. Topics include exponents and radicals, rates and proportions, linear, quadratic, exponential and logarithmic functions and their graphs, matrices, conic sections, and systems of equations and their graphs. Placement Criterion: Accuplacer score or completion of 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 include solving and graphing linear equations, linear inequalities and functions, quadratic equations, exponential and logarithmic functions, absolute value, complex numbers, systems of equations, and trigonometric functions and calculations. Placement criterion: Accuplacer score or completion of MTH 112
- MTH 230 Calculus I** 5 CR
This course is an introduction to differential calculus. It begins with a review of coordinate geometry, linear and quadratic functions, power, exponential, and logarithmic functions with application to mathematical models. Initial applications of the derivative include linear approximation and marginal analysis. More advanced differential techniques include the chain rule, implicit differentiation, and derivatives of logarithmic and exponential functions. This course concludes with further applications of the derivatives in graphical analysis, curve sketching, and general optimization considerations. Prerequisite: MTH 146 or instructor approval
- MTH 231 Calculus & Analytical Geometry** 5 CR
This course is an introduction to differential calculus and plane analytical geometry. It begins with a review of advanced algebraic topics including function notation, composition of functions, exponential and inverse functions, and parametric expressions. The concept of limits leads to the basic definition of the derivative with emphasis on problem solving. The fundamental differentiation rules are explored including: polynomial, exponential, trigonometric, and logarithmic functions. The product, chain and quotient rules are discussed as well as implicit differentiation. Applications of differentiation covers maximum and minimum values, curve fitting, as well as other optimization problems. Prerequisite: MTH 230 or instructor approval
- NAS 100 Introduction to Ojibwe Culture** 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 examine the seasonal living cycle of the Ojibwe including ceremonies, language, history, arts, economics, sovereignty, and politics. In addition, students participate in cultural activities throughout the course in order to gain hands-on knowledge about Ojibwe culture.
- NAS 101 Ojibwemowin I** 4 CR
This course is an introduction to the Ojibwe language through listening, speaking, reading, and writing. Students learn basic Ojibwe vocabulary and grammar including commands, negation, and simple compound sentences. All four verb-types are examined with an emphasis on VAI verbs. Traditional Ojibwe culture is 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.
- NAS 102 Ojibwemowin II** 4 CR
Students continue the exploration of Ojibwemowin through listening, speaking, reading, and writing. Students build on and expand their basic Ojibwe vocabulary and grammar. All four-verb types (VAI, VII, VTA, VTI) are examined with a particular emphasis on VII and VAI verbs. Prerequisite: NAS 101
- NAS 110 Introduction to Native American History** 3 CR
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 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.

- NAS 201 Ojibwemowin III** 4 CR Native American communities are addressed with respect to responsibilities perceived and the legal and traditional duties of local government. Prerequisite: ENG 108
- Students continue the exploration of Ojibwemowin through listening, speaking, reading, and writing. Students build on and expand their basic Ojibwe vocabulary and grammar. All four verb-types (VAI, VII, VTA, VTI) are examined with a special emphasis on VTI verbs. Prerequisite: NAS 102
- NAS 202 Ojibwemowin IV** 4 CR
- Students continue the exploration of Ojibwemowin through listening, speaking, reading, and writing. Students build on and expand their basic Ojibwe vocabulary and grammar. All four verb-types (VAI, VII, VTA, VTI) are examined with a special emphasis on VTA verbs. Prerequisite: NAS 201
- NAS 205 Ojibwe History** 3 CR
- This course examines the historical development of Ojibwe communities to the present day. Topics include the Ojibwe migration, European contact, changes in traditional Ojibwe culture, the fur trade, and treaties. Prerequisite: ENG 109
- 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, Indian Reorganization Act (IRA), and termination. The course is divided into three basic chronological eras. The first segment is the pre-contact period through the first decades of the Early Republic. The second segment focuses on the impact of the combined policies of treaty-making, creating reservations, and allotment in Wisconsin. The third segment addresses the means by which Indian people in Wisconsin maintain their sovereign status in the face of advancing state and federal authorities. Prerequisite: ENG 109
- NAS 213 U.S. Federal Indian Policy & Law** 3 CR
- This course introduces students to the basic doctrines of federal Indian policy and law and to the foundations of tribal sovereignty. The course examines 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 analyze major documents of U.S. Indian policy as well as several Ojibwe treaties. Prerequisite: ENG 108
- NAS 222 Introduction to Tribal Government** 3 CR
- This course examines the challenge of reservation governance and involves political, economic, and Intergovernmental perspectives. The social problems of
- NAS 230 Ojibwe Literature & 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 Ojibwe storytelling are examined, ranging from the oral tradition to present-day literary works. Aadizookaanag, dibaajimowinan, agindaasowinan, novels, poetry, and short stories are included to show the great variety of ways that Ojibwe people express themselves. Prerequisite: ENG 109
- NAS 242 Native American Philosophy** 3 CR
- This course is an introduction to the philosophical and spiritual viewpoints of Native people. This course is a forum for discussion about the varied belief systems of Native people. Students experience first-hand the philosophies and practices of a diverse range of Native Americans. Prerequisite: ENG 109
- 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 introduces concepts for leadership and management.
- NSG 108 Clinical Care across Lifespan** 2 CR
- This clinical experience applies nursing concepts and therapeutic interventions to patients across the lifespan. It introduces concepts of teaching and learning. Extending care to include the family is emphasized.
- NSG 114 Nursing Fundamentals** 2 CR
- This course introduces nursing and roles of the nurse, as well as other professions related to nursing. The course focuses on basic nursing concepts to provide evidence-based care to diverse patient populations across the lifespan. Current and historical issues affecting nursing are explored within the scope of nursing practice. The nursing process is introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument, and fluid/electrolyte balance.
- 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.

NSG 116 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, and documentation and medication administration.

NSG 117 Nursing Health Promotions 3 CR

This course focuses on topics related to health promotion for individuals and families throughout the lifespan. The course covers 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, students 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 covers dynamics, functions, discipline styles, and stages of development.

NSG 118 Introduction to Clinical Care Management 2 CR

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

NSG 215 Complex Health Alterations I 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 is integrated throughout the course. This course prepares the learner to provide and evaluate care for patients across the lifespan.

NSG 216 Behavioral & Community Health 2 CR

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

NSG 217 Intermediate Clinical Practice 3 CR

This intermediate level clinical course develops the registered nurse (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. Using the nursing process, students gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds. This clinical allows the opportunity to develop skills working with the community and behavioral health needs. Placement criterion: Acceptance into the nursing program; Concurrent: NSG 215, NSG 216, NSG 218

NSG 218 Advanced Nursing Skills 1 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.

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 are discussed. This course identifies each body system and medications related to maintaining homeostasis.

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. Students focus on management of care for patients with high-risk perinatal conditions and high-risk newborns.

NSG 221 Management & 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.

- NSG 222 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 have the opportunity to develop critical thinking skills using the nursing process in making clinical decisions. Continuity of care through interdisciplinary collaboration is emphasized.
- NSG 223 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 that promotes relatively independent clinical decisions, delegation, and works collaboratively with others to achieve client and organizational outcomes.
- 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.
- PSY 206 Abnormal Psychology** 3 CR
This course introduces the many faces of abnormal psychology. It discusses old and new ideas surrounding this branch of psychology and offers general information as to how abnormal psychologists and psychiatrists identify and treat these types of mental illnesses. This course introduces a better understanding of the intricacies of the human mind and the ever-evolving study of abnormal psychology. Prerequisites: ENG 109, PSY 210
- PSY 210 General Psychology** 3 CR
This course offers 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. Prerequisite: ENG 109
- PSY 242 Human Growth and Development** 3 CR
The study of human development through the life span is discussed. An interdisciplinary and cross-cultural approach is employed, emphasizing biological, psychological, and social factors influencing the process of development throughout the entire human life span. An introduction to psychological and behavioral theories and research is emphasized. This course assists the student in evaluating and understanding significant aspects of life and applies
- the knowledge to everyday professional and personal settings. Personal improvement and preparation for life's challenges are major themes of this course.
Prerequisite: ENG 109
- SAC 102 Clients Rights & Clients Ethics** 2 CR
This course applies federal and state guidelines to case examples in the areas of confidentiality, clients' rights, dual relationships, fraudulent behavior, and other ethical issues.
- SAC 103 Interviewing Skills & Record Keeping** 3 CR
This course provides an introduction to interviewing record keeping skills practices in human service's agencies. Students learn principles and techniques needed to conduct informational and supportive interviews including maintaining clinical records, documenting referrals, staffing, and supervision. Students practice interviewing skills during class.
- SAC 104 AODA Rehabilitation** 3 CR
This course focuses on addiction and its physical and psychological effects on the individual, as well as its effects on the family and society. Students identify interventions that may be beneficial regarding treatment of addiction and assess community resources that may assist with this type of treatment. Students review signs and symptoms specific to addictive disorders based on the DSM-VI. Students assess boundaries and ethical issues commonly found in assessment, diagnosis and treatment of addictive disorders.
- SAC 110 Introduction to Counseling** 3 CR
This course introduces students to a number of counseling theories, and counseling techniques. The characteristics of a workable counseling and guidance program and the techniques used to collect, record, interpret, and use guidance data are examined. The nature, purpose, objectives, and approaches to counseling in health, welfare, social service and rehabilitation agencies are discussed. The basic concepts, skills and guidelines associated with effective individual helping relationships are explored. Interviewing skills are further developed with an emphasis on the role of the mental health/health practitioner.
- SAC 201 Co-Occurring Disorders** 3 CR
This course takes a holistic approach including epidemiology, etiology and definitions; prevention and treatment, social and health care institutions and resource agencies and ethics and legal issues in the helping profession with a focus on self-attitudes, values and goals.
- SAC 202 Substance Abuse and the Family** 3 CR
This course examines the role of the family with regard to addiction. Additionally, the course introduces family

systems theory and provides an overall foundation for understanding the dynamics of family interaction from an AODA perspective. Students evaluate ethical and boundary issues which are common when working in substance abuse. Prerequisite: SAC 201

SAC 203 Psychopharmacology 3 CR

Students are introduced to the basic concepts of psychopharmacology, the function of the organs, and systems of the human body and brain. Prerequisites: SAC 102, SAC 103, SAC 104, SAC 110, SAC 201, SAC 202

SCI 101 General Cell Biology, Genetics & Evolution 4 CR

This general biology course emphasizes cells, inheritance/genetics, and evolution. It provides an introduction to the diversity and structure of fungi and plants. Includes a 1 credit lab which meets 2 hours weekly.

SCI 102 General Animal Biology & 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.

SCI 103 General Chemistry I 5 CR

This introductory course 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 gives students hands on experiences while observing chemical and physical changes resulting from chemical reactions. The course prepares students for other scientific courses and science careers. Includes a 1 credit lab which meets 2 hours weekly. Placement criterion: Accuplacer score or instructor approval.

SCI 104 General Chemistry II 5 CR

This course is a continuation of SCI 103 and develops the concepts presented in that introductory course. The course includes: 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. Prerequisite: SCI 103 or instructor approval

SCI 109 Chemistry Concept 1 CR

This course provides a broad overview of chemical concepts and an introduction to the basis of chemical reactions and the development of compounds. The course includes an overview of the periodic table, and the chemical reactions involved in chemical bonding and the formation of solutions.

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 takes a lecture approach to understanding the properties, structure and function of our physical environment.

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. Includes a 1 credit lab which meets 2 hours weekly.

SCI 112 Introduction to Forestry 3 CR

This course introduces concepts and practices of forestry, particularly with a regional emphasis. Included are tree identification, evaluation, and biology, forest ecology, and the best sustainable management practices for maintaining biodiversity. Issues in forestry will also be addressed.

SCI 116 Introduction to Water Resources 3 CR

This course is designed to introduce students to the field of water resources. It covers principles for water resources use and development, water resource quality, and water resource supply systems. It includes a look at the hydrologic cycle and provides an introduction to basic surface and groundwater hydrology. This course includes: a survey of water resources including lakes, reservoirs, rivers and streams, groundwater, estuaries and wetlands, an overview of water supply systems including water treatment, distribution, reclamation, irrigation and groundwater systems, and an introduction to water laws, policy, and management.

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.

SCI 152 Astronomy 4 CR

This course is designed to introduce students to the science of astronomy. Students 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, students hold class outside (weather permitting) where they learn about the night sky and how to use a telescope. Otherwise labs are held in our regular classroom. Includes a 1 credit lab which meets 2 hours weekly.

- SCI 161 Introduction to Plant Science** **3 CR**
 Students 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.
- 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 focus on data collection, including the use of GPS (global positioning systems), data analysis, and information presentation. Lab work includes the use and interpretation of maps and the capture and analysis of data using the PC based GIS ArcGIS. Exercises and demonstrations cover a variety of GIS applications. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: CPS 101 concurrent or instructor approval
- SCI 169 Introduction to Horticulture** **3 CR**
 This course will give students the opportunity to learn about interior, food, and landscape plants; their identification, propagation, culture, and site selection.
- 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 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 the business industry, community, and government. Includes a 1 credit lab which meets 2 hours weekly. Prerequisites: SCI 165 and concurrent enrollment in SCI 168 or instructor approval
- SCI 214 Hydrology** **4 CR**
 This course focuses 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 are studied. Includes a 1 credit lab which meets 2 hours weekly. Prerequisites: ENG 109, MTH 112 and SCI 116 or SCI 118
- SCI 218 Fisheries & Wildlife** **4 CR**
 This course is an 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. Students discuss positive and negative elements of fisheries and wildlife management. Biology and identification of fisheries, aquaculture and
- wildlife species are emphasized with a focus on fish, mollusks, crustaceans and mammals. Culture/growth methods, sites and economics of hatcheries, aquaculture/aquaponics, and game farms are discussed. The students observe local management practices and discuss the impacts they have on the community. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109
- SCI 230 Human Anatomy & 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. Prerequisite: ENG 109, SCI 101 or SCI 102
- SCI 231 Human Anatomy & 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. Prerequisite: ENG 109, SCI 230
- SCI 232 Microbiology** **4 CR**
 This course emphasizes fundamentals of microbiology, through lecture and laboratory skills. Topics include: history, morphology, and physiology, nutritional growth and metabolism, immunology, the techniques used in the identification of microorganisms, and the microbial diseases of body systems. The impact on the spread of diseases and type of control are demonstrated. Common causes and sources of infection are demonstrated, along with analysis of clinical applications and recent chemotherapy—antibiotics and immunology discoveries known to combat the powerful microbes. The students are exposed to a diversity component which focuses on 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. Prerequisite: ENG 109, 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. Prerequisite: ENG 109

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. Prerequisite: ENG 109

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 students are required to sign a contract agreement before internship placement. Prerequisites: ENG 109, CPS 101 and SCI 101 or SCI 102 or SCI 111

SCI 298 Self-Directed Studies

2 CR

An individually designed project encompassing the realm and scope of a topic to which the student identifies. The instructor determines the credits and work to be compiled. Prerequisite: Consent of the academic dean and instructor. Prerequisite: ENG 109

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.

SOC 114 Sociology of Food and Culture

3CR

Where does our food come from? How does the study of food help us understand what we call “society”, “culture” and “identity”? This course explores connections between what we eat and who we are through the study of how personal identities and social groups are formed via food production, preparation, and consumption. The course examines the social context shaping the literal and symbolic production of food. We will discuss the cultural meanings attached to food, the institutional and industrial

creation of food, its preparation, and rituals of eating. We will work towards a better understanding of how food is related to identity, ethnicity, religion, politics, economics, nationalism, gender, health and environment.

SOC 205 Sociology of Race, Diversity, & Ethnicity in the United States

3 CR

Investigation into the social dynamics shaping racial and ethnic minority experiences in America. The causes and consequences of prejudice, racism and discrimination are studied. Students examine the minority status of African Americans, Native Americans, Hispanic Americans and Asian Americans in contrast to European ancestry groups. Students analyze institutional racism and contemporary issues involving minority groups. Additional topics relating to diversity include ageism, sexism, gender differences, the disabled and sexual orientation. Prerequisite: ENG 109

“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

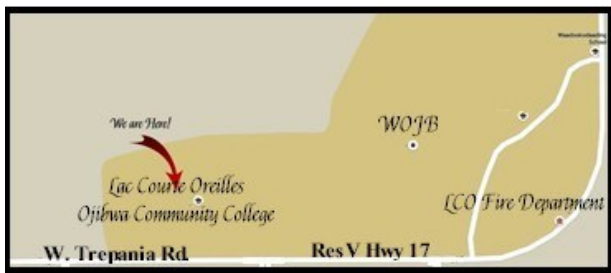
Lac Courte Oreilles– Main Campus

Odaawaa Zaagaa'iganiing

Lac Courte Oreilles Ojibwa Community College was established in 1982. 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

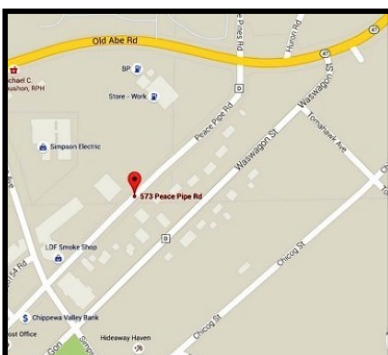
715-634-4790

888-526-6221

Lac Du Flambeau

Waaswaaganiing

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

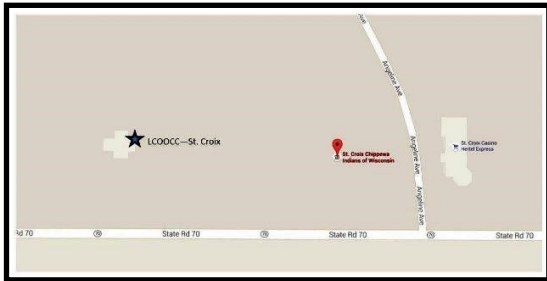
715-588-3457

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.



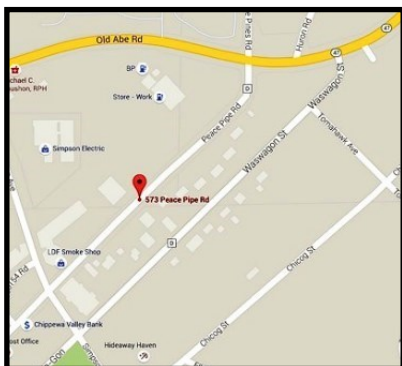
Site location and contact information:

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

LCOOCC– North

Giiwedinong

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 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

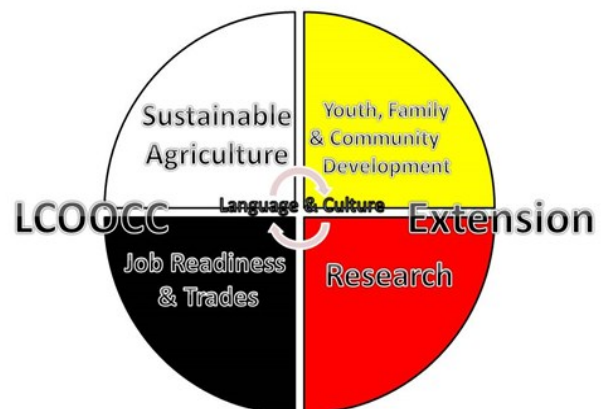


The Agriculture/Education Equity Program

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
- ◆ MS Biology-Environmental Emphasis-University of Minnesota Duluth
- ◆ BA Biology-St. Olaf College

Babu, Sajeetha

Nursing Faculty

- ◆ MSN Nursing Education-University of the West Indies

Bennett, Andre

Housekeeping/Maintenance

Berg, GERALYNNE

Academic Dean/Assessment Coordinator

- ◆ Psy.D. (ABD-Fall 2018) 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, Cody

North Outreach Site Assistant

- ◆ BA History-University of Wisconsin Madison Certificate
- ◆ American Indian Studies Certificate-University of Wisconsin Madison

Breit, Karen

Dean of Students

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

Brier, Kathie

Academic Administrative Assistant/Help-Desk

- ◆ AS Medical Assistant-Lac Courte Oreilles Ojibwa 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 Ojibwa Community College

Crow, Melissa

Student Support Services/Trio Director

- ◆ MS Higher Education-College Administration & Leadership-Kaplan University
- ◆ BS Human Services-University of Wisconsin Superior

DeNasha, Lydia

Accounts Receivable

- ◆ AS Small Business Administration-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

Faculty and Staff

Fleming, David

Business Faculty

- ◆ MBA-University of Wisconsin Eau Claire

Fleming, Kim

Facilities and Housekeeping Coordinator

- ◆ Culinary Certificate-Clear Field Job Corps Center

Frankiewicz, Gary

Math Faculty

- ◆ MS Degree Education Administration-University of Wisconsin 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

Greyhair, Lou

Lead Maintenance

- ◆ 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 Ojibwa 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-Lac Courte Oreilles Ojibwa Community College

Hemming, Patricia

English Faculty/Curriculum Specialist

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

Heim, Mike

Science Faculty

- ◆ MS Horticulture - University of Minnesota
- ◆ BS Horticulture - University of Minnesota
- ◆ BA Broadfield Science - University of Wisconsin Superior

Johnston, Linda

Director of Outreach Sites

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

Kortendick, Kyle

Informational Technology Director

- ◆ AAS IT Network Specialist-Chippewa Valley Technical College

Faculty and Staff

Langham, David

Career Specialist/Recruiter

- ◆ BA Sociology-University of Wisconsin Eau Claire
- ◆ BA Education-University of Wisconsin Superior

Lundberg, Barb

Vice President of Academic Affairs

- ◆ 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

Learning Center Coordinator/Student Success and Enrollment Manager

- ◆ BS Secondary Education Mathematics-Mount Senario College

Matchett, Jill

Chief Financial Officer

- ◆ BA Accounting-University of Wisconsin Superior
- ◆ AS Business Administration Accounting-Lac Courte Oreilles Ojibwa 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 Agriculture & Natural Resources Water Emphasis-Lac Courte Oreilles Ojibwa Community College

Miller, Randy

Housekeeping/Maintenance

Munive, Lisa

Academic Affairs Assistant/Field Coordinator

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

Nelson, Annette

Institutional Research Director

- ◆ Ed.D. Higher Education Organization-Nova Southeastern University
- ◆ MS Business Education and Office Management-University of Memphis
- ◆ BS Secondary Math Education-University of Memphis

Nelson, Taylor

Marketing

- ◆ BS Marketing & Business Management-University of Wisconsin Superior
- ◆ AS Accounting & Small Business Administration-Lac Courte Oreilles Ojibwa Community College

Faculty and Staff

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

- ◆ BA Accounting-University of Wisconsin Eau Claire

Revoy, Mary

SS/Trio Assistant Director

- ◆ BS Sociology-University of Wisconsin Stevens Point

St. Germaine, Jordan

Financial Aid Assistant

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

Sullivan, Diane

Human Services/AODA Faculty

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

Swagger, Russell

President

- ◆ Ph.D Human Services-Capella University
- ◆ MA Management-University of Mary
- ◆ BS Criminal Justice-Minot State University
- ◆ AS Criminal Justice-United Tribes Technical College

Thimm, Tamara

Human Resource Director

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

White, Dennis

Math Faculty/Cultural Coordinator

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

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

Young, Joy

Business Faculty

- ◆ BA Accounting-University of Wisconsin Superior

Adjunct Faculty

Bednarski-Wilber, Sharon

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

Bergum, Tammy

- ◆ PhD Psychology-Capella University
- ◆ Masters in Family Therapy-Capella University
- ◆ BS Psychology-University of Wisconsin Superior

Chiostri, Michele

- ◆ MS Nursing, Specialization in Education-Walden University
- ◆ BS Nursing-Northland College
- ◆ AS Nursing-WITC

Cioffi, Marc

- ◆ MA English-Stae University of New York
- ◆ BA English & Creative Writing-State University of New York

Fitch, Lynn

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

Hegstrom, Dale

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

Johnson, Bernard

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

Kingfisher, Brian

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

Lambert, Melinda

- ◆ BS Nursing-College of St. Scholastica

McLaughlin, James

- ◆ JD-University of Wisconsin-Madison
- ◆ BA Mental & Moral Science-University of Dublin

Miller, Joan

- ◆ MS Special Education-Eastern Michigan University
- ◆ BS English & Special Education-Western Michigan University

Adjunct Faculty

Morrow, Ramona

- ◆ MA History-American Public University
- ◆ As Pre-Nursing-Lac Courte Oreilles Ojibwa Community College

Paap, Beth

- ◆ M.ED-University of Minnesota Duluth
- ◆ BS English-Dartmouth

Pewaush, Ralph

- ◆ Tested Experience First Language Speaker Ojibwemowin

Schanandore, James

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

Schlender, Jason

- ◆ MA Tribal Administration and Governance-University of Minnesota Duluth
- ◆ BS History-University of Minnesota Duluth
- ◆ AA Native American Studies-Lac Courte Oreilles Ojibwa Community College

Sullivan, Michael

- ◆ PH. D Linguistics-University of Minnesota
- ◆ MA Linguistics-University of Minnesota
- ◆ BS Sociology-University of Wisconsin Superior
- ◆ AA Native American Studies-Lac Courte Oreilles Ojibwa Community College

White, Dawn

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

Yagle, Char

- ◆ BS Northern Illinois University-Nursing
- ◆ MS Northern Illinois University-Nursing
- ◆ Licensed Wisconsin RN

The full and most recent list of LCOOCC Faculty, Employees, Adjuncts, and Administration personnel

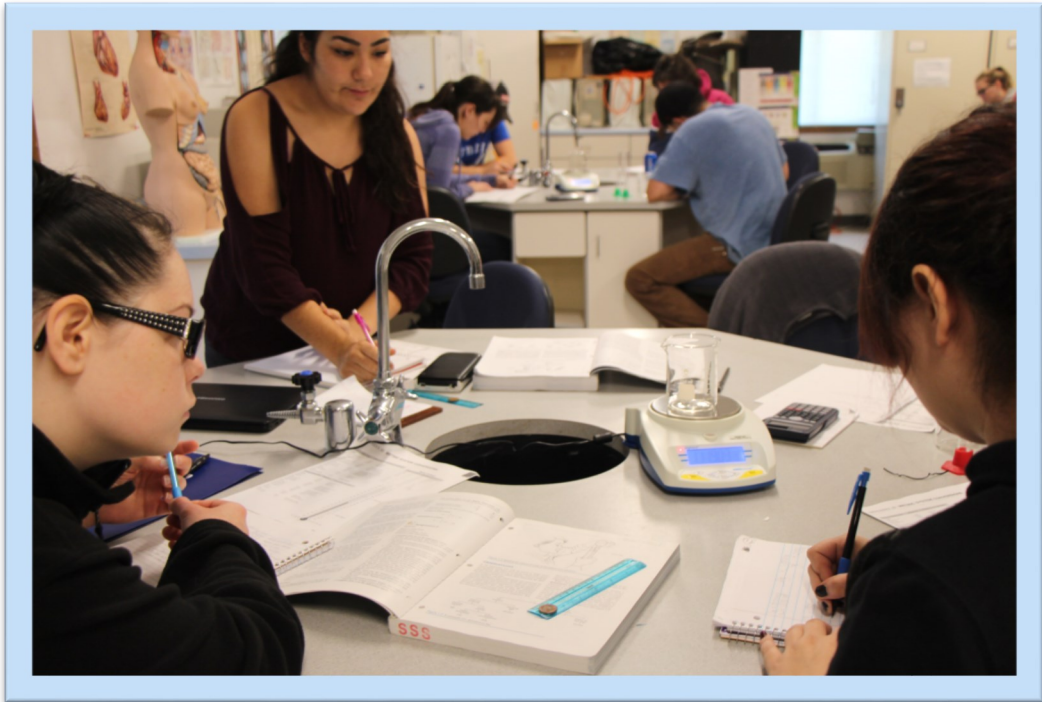
(and their academic credentials) can be found on our website: www.lco.edu.

Service Directory

Campus Location	Contact	Number	Email
Main Campus-Hayward	Receptionist	(715) 634-4790 ext. 100	info@lco.edu
Outreach-Lac Du Flambeau	Linda Johnston	(715) 588-3457	lcoldf@lco.edu
Outreach-Washburn	Linda Johnston	(715) 812-1040	lconorth@lco.edu
Outreach-St. Croix	Janine McNulty	(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
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	learningcenter@lco.edu
Library	library@lco.edu
Student Involvement	getinvolved@lco.edu
Student Success	success@lco.edu
TRIO	trio@lco.edu



2018 — 2019 Academic Calendar

FALL SEMESTER

Student Orientation	August 24
Classes Begin	August 27
Registration Ends	August 31
Labor Day Holiday**	September 3
Last Day Add/Drop	September 10
Financial Aid Census Date	September 11
Medicine Pole Ceremony*	September 12
Constitution Day	September 17
Indigenous Peoples' Day Holiday**	October 8
Mid-Term Grades Due	October 19
Advising for Spring 2019	October 22
Veterans Day Holiday **	November 12
Registration Spring 2019 Begins	November 13
Last Day to Withdraw	November 16
Employee Appreciation Day **	November 21
Thanksgiving Holiday/Break **	November 22 - 23
Last Day of Classes	December 7
Final Exams	December 10 - 13
Final Grades Due-Noon	December 14
SEMESTER BREAK	December 17- January 18

SPRING SEMESTER

Student Orientation	January 18
Martin Luther King Day Holiday**	January 21
Classes Begin	January 22
Treaty Day Holiday**	January 25
Registration Ends	January 29
Last Day Add/Drop	February 5
Financial Aid Census Date	February 6
American Birkebeiner Friday **	February 22
Mid-Term Grades Due	March 15
SPRING BREAK (week 9)	March 18– 22
Classes Resume	March 25
Advising Summer/Fall 2019	March 25
Registration Summer/Fall 2019	April 8
Last Day to Withdraw	April 12
Easter Break **	April 19 - April 22
Classes Resume	April 23
Last Day of Classes	May 10
Final Exams	May 13 - 16
Final Grades Due-Noon	May 17
GRADUATION	May 23

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



2019 — 2020 Academic Calendar

FALL SEMESTER

Student Orientation	August 23
Classes Begin	August 26
Registration Ends	August 30
Labor Day Holiday**	September 2
Last Day Add/Drop	September 9
Financial Aid Census Date	September 10
Constitution Day	September 17
Medicine Pole Ceremony*	September 18
Indigenous Peoples' Day Holiday**	October 14
Mid-Term Grades Due	October 18
Advising for Spring 2020	October 21
Veterans Day Holiday **	November 11
Registration Spring 2020 Begins	November 12
Last Day to Withdraw	November 15
Employee Appreciation Day **	November 27
Thanksgiving Holiday/Break **	November 28 - 29
Last Day of Classes	December 6
Final Exams	December 9 - 12
Final Grades Due-Noon	December 13
SEMESTER BREAK	December 16 - January 20

SPRING SEMESTER

Student Orientation	January 17
Martin Luther King Day Holiday**	January 20
Classes Begin	January 21
Treaty Day Holiday**	January 24
Registration Ends	January 28
Last Day Add/Drop	February 4
Financial Aid Census Date	February 5
American Birkebeiner Friday **	February 21
Mid-Term Grades Due	March 13
SPRING BREAK (week 9)	March 16 - 20
Classes Resume	March 23
Advising Summer/Fall 2020	March 23
Registration Summer/Fall 2020	March 30
Easter Break **	April 10 - April 13
Classes Resume	April 14
Last Day to Withdraw	April 17
Last Day of Classes	May 8
Final Exams	May 11 - 14
Final Grades Due-Noon	May 15
GRADUATION	May 21

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



2018 — 2019 Cohort Calendar

SUMMER

Student Orientation

Classes Begin

Registration Ends

Last Day to Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

2018

June 1

June 4

June 6

June 9

June 12

June 30

July 14

July 28

July 28

July 31

FALL SEMESTER 2018

Student Orientation

Classes Begin

Registration Ends

Last Day Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last Day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

TERM A

August 24

August 27

August 29

September 4

September 5

September 25

October 5

October 20

October 20

October 23

TERM B

N/A

October 22

October 24

October 29

October 30

November 20

November 30

December 15

December 15

December 18

WINTER

Student Orientation

Classes Begin

Registration Ends

Last Day to Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

TERM 2018-2019

N/A

December 17

N/A

December 18

December 19

N/A

January 4

January 11

January 11

January 15

SPRING SEMESTER 2019

Student Orientation

Classes Begin

Registration Ends

Last Day Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last Day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

TERM A

January 18

January 22

January 24

January 29

January 30

February 19

March 1

March 16

March 16

March 19

TERM B

N/A

March 18

March 20

March 25

March 26

April 16

April 26

May 11

May 11

May 14

2019 — 2020 Cohort Calendar

SUMMER

Student Orientation

Classes Begin

Registration Ends

Last Day to Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

2019

May 31

June 3

June 5

June 10

June 11

July 2

July 12

July 26

July 26

July 30

FALL SEMESTER 2019

Student Orientation

Classes Begin

Registration Ends

Last Day Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last Day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

TERM A

August 23

August 26

August 28

September 3

September 4

September 24

October 4

October 19

October 19

October 22

TERM B

N/A

October 21

October 23

October 28

October 29

November 19

December 2

December 14

December 14

December 17

WINTER

Student Orientation

Classes Begin

Registration Ends

Last Day to Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

TERM 2018-2019

N/A

December 16

N/A

December 17

December 18

N/A

January 3

January 10

January 10

January 14

SPRING SEMESTER 2020

Student Orientation

Classes Begin

Registration Ends

Last Day Add/Drop

Financial Aid Census Date

Mid-Term Grades Due

Last Day to Withdraw

Last Day of Classes

Final Exams

Final Grades Due-Noon

TERM A

January 17

January 21

January 23

January 28

January 29

February 18

February 28

March 14

March 14

March 17

TERM B

N/A

March 16

March 18

March 23

March 24

April 14

April 24

May 9

May 9

May 12

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.

